

Improving The Preparation of The
Elementary Classroom Teacher for
The Teaching of Physical Education

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Thesis

IMPROVING THE PREPARATION OF THE ELEMENTARY
CLASSROOM TEACHER FOR THE
TEACHING OF PHYSICAL EDUCATION

Submitted by

Neva Leslie Langworthy

(Ed.B., Rhode Island College of Education, 1925)

In partial fulfillment of the
requirements for the degree of

Master of Education

1935

School of Education
Gift of N. L. Langworthy

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Chapter I - THE PROBLEM AND PROCEDURE

I. Introduction

The extent to which physical education is taught in the elementary schools of the United States. Physical education is required by law in thirty-seven states, representing 96 per cent of the population of the United States. Thirty-two states, representing 80 per cent of the population, have courses of study or prescribed programs in physical education. Furthermore, twenty-two states, representing 70 per cent of the population, have the physical-education program under the supervision of state directors.¹ These facts indicate that physical education is established as an essential part of the public-school program of the United States.

The teaching of physical education in the elementary school. It is generally conceded that the physical-education program, as far as the elementary school is concerned, will be taught by the classroom teacher. The committee² on teacher training in physical education in the United States reports as follows: "The general elementary teacher will in all probability continue in most cases to be the person to teach physical education in the elementary school, grades one to six, and in rural elementary schools, grades one to eight."³

¹ Facts given by Dr. James E. Rogers, Director of the National Physical Education Service, at the National Physical Education Convention in Pittsburgh, April, 1935.

² A national committee made up of state directors of physical education with N. P. Neilson of California, as chairman.

³ "Report of the Committee of Teacher-Training in Physical Education in the United States." American Physical Education Association Research Quarterly, IV (March, 1933) P. 55.

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The training of the classroom teacher for the teaching of physical education in the elementary school. Since the program of physical education in many elementary schools is to be carried on by the regular classroom teacher, it is obvious that the training of the elementary-school teacher should include preparation for the teaching of physical education. This is a type of training which practically all classroom teachers may successfully pursue. Dr. Oberteuffer of Ohio University states, "the classroom teacher is, potentially, an excellent teacher of physical education."¹ Moreover, N. E. Bussell of Chicago Normal College found, "many primary teachers in the city (Chicago) are very successful in teaching physical education."²

The responsibility of training the classroom teacher in the specific technics of physical education rests with the teacher-training institutions. The committee on teacher training in physical education reports that the institutions preparing teachers must organize a professional program designed to prepare the classroom teachers to teach physical education in the elementary school.³ What should this preparation be in order to enable the teacher adequately to conduct the physical-education program under the conditions which exist in the elementary school?

¹ Oberteuffer, D. "Two Problems in Teacher-Training in Physical Education." Chicago School Journal XV (September, 1932) P. 4

² Bussell, N.E. "Classroom Teacher's Share in Physical Education." Chicago School Journal XII (February, 1930) P. 246

³ "Report of the Committee on Teacher-Training in Physical Education in the United States." Op. cit. P. 56

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2. The Problem

Purpose of the study. This study is concerned with an acceptable answer to the foregoing question, namely, the nature of the preparation which should be given students in four-year teacher-training institutions for the teaching of physical education in the elementary school. In seeking this answer an effort has been made, first, to find out the conditions in the elementary schools under which regular classroom teachers actually teach physical education; and second, to discover ways by which this teaching can be improved. The study was aimed primarily at improving the work done by a particular four-year, teacher-training institutions herein referred to as College X, in its efforts to prepare students for the teaching of physical education in the elementary school.

The present curriculum¹ of College X includes two hundred and eighty hours of health and physical education which are required of all women students. Of this number, eighty hours are lecture courses and one hundred hours are activity courses. Teaching in the training school for one full semester occurs in the second semester of the third year or the first semester of the fourth year. The lecture courses and the years in which they are offered are:

¹ See appendix for full course of study offered to students of College X.

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<u>Year</u>	<u>Course</u>	<u>Time Allotment</u>
First	Anatomy and Physiology	20 hours
Second	Personal and School Hygiene	20 hours
Third	Introduction to Histology, and Review of Anatomy and Physiology	20 hours
Fourth	Study of structure and function of the eye; the nose; and the teeth. Study of Health Heroes. Bacteriology	20 hours

The activity program includes the following:

<u>Year</u>	<u>Activity</u>	<u>Time Allotment</u>
First	Participation in marching, gymnastics (formal), folk dancing, games, stunts, golf, athletics. Practice teaching of games with classmates.	80 hours
Second	First semester - Participation in marching, gymnastics (informal), games, stunts, apparatus, tap or clog dancing, aesthetic dancing, athletics, Practice teaching of games with classmates.	40 hours
	Second semester - Theory and practice of teaching gymnastics. About half of this time is spent in the lecture room, and the other half in the gymnasium. The lecture work includes a study of the origin, insertion, and action of the muscles which are used in the performance of exercises; and a study of the technique of presenting the exercises. The practice teaching is done with classmates and includes formal gymnastics, marching, and occasionally, story-plays.	40 hours

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<u>Year</u>	<u>Activity</u>	<u>Time Allotment</u>
Third	First semester - the teaching of folk dancing to classmates.	20 hours
	Second semester and fourth year - Activities of a recreational nature, such as: aesthetic dancing, pyramid building; bouncing balls. These activities are given for the student's own enjoyment with no thought of future teaching needs.	20 hours

This study was made by the writer with the thought that the foregoing program could be reorganized in such a way that the students would be better prepared for the teaching of physical education in the elementary school.

3. Methods of Studying the Problem

Procedure and technics - The study was begun with investigations of the literature both in the field of general teacher training and in the field of training for the teaching of physical education. Next, two checking lists were prepared. One was sent to a group of 150 teachers who graduated from College X between the years of 1924 and 1933. This inquiry was aimed at finding out the conditions in the elementary schools under which the physical-education program is conducted, and to get suggestions from these teachers concerning the deficiencies in their own preparation for carrying on the physical-education program. One hundred and two replies, or 68 per cent, were received. Ninety-nine replies were in such form that they could be used, either in part or in whole, in

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The second inquiry was addressed to a group of 20 leaders in the field of physical education. Included in this group were twelve state directors of physical education; three city supervisors of physical education; three directors of physical-education departments of teacher-training institutions; one professor of physical education in a teacher-training institution; and the director of the National Physical Education Service. The object of this inquiry was to get the opinions of a group qualified to speak concerning the preparation needed to best fit the prospective classroom teacher for the teaching of physical education. Replies were received from fifteen of this group.

The third phase of the work included a review of two studies. One, a doctor's dissertation¹ in which a systematic study of common practices in four-year teacher-training institutions in preparing the classroom teacher for the teaching of physical education has been well presented. The other, a bulletin² of the United States Department of the Interior in which the status of physical education in teacher-training institutions is given.

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² Ready, Marie M. "Physical Education and Health Education as a Part of all General Teacher-Training Curricula." Government Printing Office, Washington. 1932. P. 1-29.

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² Ready, Anita W. "Physical Education and Health Education as a Part of All General Teacher-Training Courses." Government Printing Office, Washington, D. C., 1922. 9, 1-22.

CHAPTER II - THE CONDITIONS UNDER
WHICH PHYSICAL EDUCATION IS TAUGHT
IN THE ELEMENTARY SCHOOL AS RE-
PORTED BY A GROUP OF CLASSROOM
TEACHERS

1. The Teaching Situation in Certain Elementary Schools

Personnel responsible for teaching physical education.

Nearly three-fourths of the teachers replying to the checking list report that they teach physical education. (Table I). Most of the others report that physical-education activities are taught to their classes by special teachers of physical education, or in a few cases, by another classroom teacher.

One teacher reported that the physical-education activities of her class consisted of calisthenic drills led by a phonograph. This "daily dozen" type of activity is poor, according to N. P. Neilson and Winifred Van Hagen, the co-authors of "Physical Education for Elementary Schools," because the activities are not adapted to the varying strength of children of different ages. They further state, "Such mechanical teaching methods are not tolerated in any other subject and if continued will bring physical education back to the unenviable position it held a decade ago."¹ Fortunately, only one teacher out of ninety-nine reports this type of activity.

Localities represented by group. About a third of the teachers replying to the checking list teach in the largest city of the state in which College X is located. For

¹ N. P. Neilson and Winifred Van Hagen. "Physical Education for Elementary Schools." P. xiv

CHAPTER II - THE COMPOSITION UNDER
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¹ W. P. Hurler and Winifred Van Hagen, "Physical Education for Elementary Schools," p. xiv

convenience this city will be designated as City A. Another third teach in smaller cities in the state, and the remaining third teach in towns or outlying districts. (Table II).

More than half of the group not teaching physical education are employed in City A where an exceptionally fine department of physical education exists. This fact accounts for the large number of elementary classroom teachers having the physical-education program taken care of by specialists. Forty-four per cent of the group teaching physical education are employed in towns or rural districts where the conditions for teaching physical education are less likely to be favorable.

Supervision of teaching. A few more than half of the teachers in the group teaching physical education are supervised by a special teacher of physical education. (Table III). As might be expected more teachers in the group employed in the cities have supervision than in the group employed in the towns. Two-thirds of the teachers in the cities, outside of City A, have supervision, whereas less than a quarter of the teachers in the towns have supervision. Several teachers in the latter group report that, although they have no supervision, they receive help in the form of lists of exercises from the supervisors who visit the higher grades in their schools.

All of the teachers employed in City A, with the exception of one, have supervision. This one is a teacher in a kindergarten and the supervision of physical education in City A does not extend to the kindergarten.

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garten and the supervision of physical education in City A does
not extend to the kindergarten.

Grades taught by group. All grades inclusive from the kindergarten to the ninth grade of the junior high school are represented by the group of teachers replying to the checking list. The majority of teachers in the group teaching physical education teach a primary or an intermediate grade. Only seven teach a junior-high-school grade. (Table IV). This points to the fact that the teacher-training institutions should put emphasis on the activities that are suitable for the primary and intermediate grades.

The majority in the group not teaching physical education teach an intermediate or a junior-high-school grade. These are the grades which are arranged on a departmental basis and where the physical-education program is taken care of by a special teacher of physical education. This fact further explains the large number of teachers in this group whose pupils are taught physical education by a special teacher. Forty-two per cent teach in a junior-high-school grade in this group as compared with 9 per cent in the group teaching physical education.

Number of grades taught. Few teachers in the group teaching physical education teach more than two grades and more than half teach a single grade. (Table V). This presents a situation which is practical for the teaching of physical education, as activities which are suitable for one grade can also be used in the grade immediately above or below this grade. Only one teacher replying taught as many as five grades. This shows that little time need be spent in College X in giving the

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teachers practice in adapting activities to a group of ungraded children.

Supervision according to grades. In considering the supervision in relation to grades taught it is noticeable that more teachers in the group teaching intermediate and primary grades have supervision than in the group teaching in a junior-high-school grade. (Table VI.) This is explained by the fact that most of the teaching of physical education in the junior high schools is done by specialists. In the few cases where the classroom teacher of a junior-high-school grade is responsible for the physical-education program the school is located in a rural district where there is little or no supervision of physical education in any of the grades.

The more grades taught by a teacher the less there is apt to be supervision. Clearly the reason for this is that places having little or no supervision are the towns and small cities where the total enrollment of a school is small, and therefore several grades are combined. No teacher in the supervised group teaches more than two grades, and by far the largest number in both the supervised group and the unsupervised group teach but one grade. The percentage teaching more than two grades is negligible.

Insofar as it is impossible to know what grade or grades, or where, the teachers-in-training will be employed to teach, it is necessary for the teacher-training institutions to prepare all teachers for the teaching of physical education in all

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teachers practice in adapting activities to a group of ungraded children.

Supervision according to grades. In considering the supervision in relation to grades taught it is noticeable that more teachers in the group teaching intermediate and primary grades have supervision than in the group teaching in a junior-high-school grade. (Table VI.) This is explained by the fact that most of the teaching of physical education in the junior-high schools is done by specialists. In the few cases where the classroom teacher of a junior-high-school grade is responsible for the physical-education program the school is located in a rural district where there is little or no supervision of physical education in any of the grades.

The more grades taught by a teacher the less there is apt to be supervision. Clearly the reason for this is that grades having little or no supervision are the towns and small cities where the total enrollment of a school is small, and therefore several grades are combined. No teacher in the supervised group teaches more than two grades, and by far the largest number in both the supervised group and the unsupervised group teach but one grade. The percentage teaching more than two grades is negligible.

Insofar as it is impossible to know what grade or grades, or where, the teachers-in-training will be employed to teach, it is necessary for the teacher-training institutions to prepare all teachers for the teaching of physical education in all

grades. Moreover, since half of them will probably teach without supervision, it is important to train the teachers, not only in following the directions of supervisors, but also in planning programs, selecting activities, and in general, teaching physical education without the help of supervisors.

2. The Physical-Education Period in the Same Schools

Place of the physical-education period in the daily program.

A daily period of twenty minutes in physical education is required by law in the public, elementary schools included in this survey. According to the law the period must be exclusive of noon, recess, before-school, or after-school periods. It may come in the morning session or the afternoon session, or it may be divided so as to come in both sessions. Eighty-five per cent of the teachers replying to the checking list state that their programs include a period for physical education as described above. The remaining 15 per cent conduct the physical-education activities in a noon, recess, after-school, or short relief period, which does not comply with the state law.

Twenty-two per cent of the teachers conduct physical-education periods at noon, recess, or after school in addition to the required physical-education period. These free times, according to Neilson and Van Hagen, require constructive leadership and supervision by the teachers, and should be considered as physical-education periods. They further state, "these periods offer an opportunity to extent the educational influences of the school into the play life of the child."¹ Mr. Hermann

¹ Neilson and Van Hagen, op. cit. P. 8

Moreover, since half of them will probably teach without supervision, it is important to train the teachers, not only in following the directions of supervisors, but also in planning programs, selecting activities, and in general, teaching physical education without the help of supervisors.

E. The Physical-Education Period in the State Schools
Place of the physical-education period in the daily program

A daily period of twenty minutes in physical education is required by law in the public, elementary schools included in this survey. According to the law the period must be exclusive of noon, recess, before-school, or after-school periods. It may come in the morning session or the afternoon session, or it may be divided so as to come in both sessions. Eighty-five per cent of the teachers replying to the checking list state that their programs include a period for physical education as described above. The remaining 15 per cent conduct the physical-education activities in a noon, recess, after-school, or short relief period, which does not comply with the state law.

Twenty-two per cent of the teachers conduct physical-education periods at noon, recess, or after school in addition to the required physical-education period. These five times, according to Hurlston and Van Hagen, require constructive leadership and supervision by the teachers, and should be considered as physical-education periods. They further state, "When periods offer an opportunity to extend the educational influence of the school into the play life of the child." Mr. Hurlston

states, "Our school recesses offer a splendid opportunity for the development of good habits of play. . . . organized recesses lead up to better free play and to good habits of recreation."¹ When the play periods of children are not supervised bad habits of play are apt to develop. Quoting from Neilson and Van Hagen again, "Unsupervised play usually develops into roughness where teasing, tripping and fighting predominate. Such forms of activity lack all the ideals of true sportsmanship which is so necessary for proper social development."²

The fact that less than a quarter of the group relying to the checking list are conducting physical-education periods at these extra play times is not surprising as this particular group of teachers received no training in playground supervision. Moreover, the practice teaching of games, which they all received, was done in-doors. Playing the games in-doors does not tend to give the student the idea that they might be done out-of-doors. All teachers-in-training should be given an opportunity for experience in playground supervision, and some training in the organization and administration of after-school programs.

Relief periods of two or three minutes should be given during the day whenever needed. Such activities as running around the room, jumping in place, standing and stretching, playing a short game, and performing a stunt, are suitable for giving relief. Neilson and Van Hagen explain the purpose of the relief period by the following quotation, "The purpose of

1

Hermann, Ernst - "An Outline of Physical Education", The University Press, Cambridge, Mass. (1917) P. 5

2

Neilson and Van Hagen, op. cit. P. 14.

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these relief activities is to counteract the ill effects of sitting long periods at school desks, stimulate the vital organs, relieve fatigue, equalize and stimulate circulation, give postural change, exercise the large muscle groups and give mental relaxation."¹

Only 13 per cent of the teachers make use of this type of period. One teacher uses the relief period to the exclusion of all other types of periods. In preparing the elementary-school teachers for the teaching of physical education, attention should be given to the relief period, to its purpose, to its relation to other physical education periods, and to suitable activities for use in the period.

Relation of supervision to the place in the program for the physical-education period. More of the teachers in the group having supervision than in the group not having supervision have the daily, required physical-education period. (Table VII). However, about two-thirds of the unsupervised group have such a period. The majority of teachers using the recess, noon, or after-school period in place of the required physical-education period are in the unsupervised group. Furthermore, most of the teachers making use of these periods in addition to the required period are in the supervised group. Since, half of the teachers in training will probably teach physical education without supervision, there is need to give instruction concerning the physical-education period, and its relation to the daily program.

¹ Neilson and Van Hagen, op. cit. P. 8

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Places for conducting the physical-education period.

Nearly all of the teachers answering the question concerning the place for conducting the physical-education period state that the classroom is used either alone or in combination with some other play area. (Table VIII). Nearly a third of the group using the classroom use it exclusively of any other place. Nineteen per cent of the entire group have a place in-doors for teaching which is free from furniture and other obstructions. A large number conduct the activities out-of-doors when the weather permits. One teacher is fortunate enough to have an athletic field, two use the village common, and the others use the schoolyard. The high percentage of teachers using out-door areas, as well as the classroom, for the teaching of physical activities indicates the need of giving practice teaching in activities suitable for playground, as well as for the classroom.

Extent to which places for conducting activities are satisfactory. More than half of the group using the classroom for teaching physical education find it unsatisfactory. However, 73 per cent of the group using the classroom exclusively of any other place report that it is satisfactory. It may be that some of the teachers who find the classroom satisfactory for teaching physical education are teaching activities which do not involve much physical activity. Teacher-training institutions, however, should urge the use of the schoolyard for conducting the physical-education program because thereby

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it may induce greater interest among students in active programs and fulfill the physiological development of the children.

Reasons for dissatisfaction. Reasons given for dissatisfaction with use of classroom, are in the order of frequency: chairs and other furniture occupy spaces around the room; aisles are too narrow; arrangement of modern, movable furniture leaves no aisles nor spaces for conducting activities; building is too old. A small percentage state that the space is satisfactory for limited, or non-active work. Only one teacher reports that the schoolyard is unsatisfactory. The reason given in this case is that the space is too small. The fact that only one teacher found the schoolyard unsatisfactory for teaching activities indicates the need for encouraging the use of the schoolyard for teaching physical education. Doing the practice teaching in the training institutions out-of-doors might help to cultivate in the mind of the student teacher the idea that the activities should be done out-of-doors.

Relation of supervision to place for conducting activities.

A larger percentage of teachers in the unsupervised group than in the supervised group use the classroom for physical-education activities. (Table VIII). Or, stating the same fact another way, more teachers in the supervised group than in the unsupervised group have a play area, such as a playroom or a gymnasium. However, in the use of out-door areas the unsupervised group leads. Sixty-three per cent of this group use the schoolyard or other play area out-of-doors as compared with 58

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per cent of the supervised group. This, no doubt, is due to the fact that most of the teachers in the unsupervised group are employed in towns and rural districts, where the schoolyards and play areas are more apt to be usable than are these areas in the cities.

The group of teachers having supervision are more fortunate in the number of satisfactory places which they have for teaching the activities. (Table IX). Of the seven teachers reporting that they have no satisfactory place for conducting the period only two are in the supervised group. Sixty-eight per cent of the supervised group have satisfactory places for teaching as compared with 43 per cent of the unsupervised group.

Provision should be made in the teacher-training program for the teachers who will have to teach physical education under conditions which are unfavorable for an activity program. Quiet games of a recreational nature, although not giving the necessary physical activity, are valuable for mental relaxation. Some mimetic exercises, such as, imitating the throwing of a baseball, the swinging of a golf club, paddling a canoe, give mild exercise and can be done in limited space.

It is possible that some of the teachers who reported that they had no satisfactory place for teaching physical education could have found places for teaching, such as, a space in the basement, or a corridor, which although not exactly satisfactory, would be better than a crowded classroom. It depends upon the teacher-training institution to instill into

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the minds of the students the urgent need of giving children physical activity and to make them resourceful in making the most of inadequate or unsuitable space and equipment. It seems reasonable to expect, that if this idea is inculcated into the minds of the teachers-in-training that they will, of their own accord, seek spaces which are satisfactory for activity work.

Type of activities taught. The activities taught in the physical-education period, listed according to frequency of use, include: exercises, marching, active games, quiet games, singing games, story plays, folk dancing and stunts. (Table X). Nearly half of the total number of activities taught are exercises and marching. This is not difficult to explain, as these are the activities in which the group replying to the checking list had the greatest amount of preparation. Neither activity is high in appeal to children nor is either one ever used in the out-of-school play life of the child. According to Neilson and Van Hagen, formalized exercises performed to command are fatiguing and should not be used. They state concerning this type of activity, "formal calisthenic exercises. . . being artificial movements, unrelated to child life situations, . . . are uninteresting to children and have very little, if any, carry-over value."¹

Formal exercises have a place in the physical-education program when used as aids for correcting posture. Their use in this way, however, requires special training. Quoting

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Neilson and Van Hagen. P. xiv

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Neilson and Van Hagen again, "As a rule, elementary teachers have in the past had little opportunity to secure such specialized training."¹ It is not reasonable to expect that each student could be given the special training necessary for corrective work. However, several simple exercises for correcting postural defects, such as, forward head, flat chest, round shoulders, hollow back; could be a part of the repertory of each student. It depends upon the teacher-training institutions to instruct the students in the purpose of this type of exercise, that is, to give postural correction and not exercise or recreation.

Exercises which use large muscle groups, when taught informally also have a place in the physical-education program. These exercises give the necessary physical activity and are usually fun to do. Mimetic exercises, such as chopping wood, driving stakes; or some of the exercises found in the Danish or fundamental gymnastics, or any vigorous type of exercise, fall in this class. The emphasis in teaching these exercises should be on the vigorousness of the activity rather than on the accuracy of response to command.

It is satisfying to note that active games involving running, jumping, and dodging, are not far behind the formal types of activities, such as exercises and marching, in frequency of use. Children require a great deal of vigorous activity for growth and development. Professor Hetherington states that the elementary-school child requires four to five

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hours of big-muscle activities each day for biological development.¹ Active games offer one of the best means of getting this activity. The Joint Committee on Health Problems in Education, reports, "Roughly speaking, games and sports and athletics afford the best type of exercise, both in respect to physiological effects, and to the possibility of a constructive contribution to the formation of social qualities, desirable in a democracy."² Mr. Hermann states concerning the value of games, "Plays and games have a definite educational value and hygienically considered, they are the best form of exercise for body, mind and soul."³

Stunts are another form of activity which is high in appeal to children and valuable as an exercise. "Stunts are forms of play arising from the desire to test one's ability. They stimulate powers of coordination, suppleness of body, and the formation of such virtues as courage, self-confidence and determination. Stunts provide an excellent form of exercise, are easily organized for practice, are economical of space and equipment, and are adaptable to many age periods."⁴ In spite of their value they are used by only 12 per cent of the teachers replying to the checking list. This may be explained by the fact that this particular group of teachers while in training

¹ Hetherington, Clark W.- "School Program in Physical Education" P. 39.

² "Health Education: A Program for Public Schools and Teacher Training Institutions." - Report of the Joint Committee on Health Problems in Education. P. 51.

³ Hermann, Ernst - op. cit. P. 38

⁴ Neilson and Van Hagen, op. cit. P. 47

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¹ Hetherington, Clark W. - "School Program in Physical Education" E. 39.

² "Health Education: A Program for Public Schools and Teacher Training Institutions." - Report of the Joint Committee on Health Problems in Education, E. 31.

³ Hermann, Ernst - op. cit. E. 38

⁴ Neilson and Van Hagen, op. cit. E. 47

at College X. had little opportunity to participate in this form of activity and had no practice-teaching in it.

Folk dancing is taught by a relatively small proportion of the teachers. Lack of preparation in teaching folk dancing cannot be given as a reason in this case. It is more probable that lack of training in ways of adapting folk dances to the classroom situation is the reason. Folk dances may be taught successfully, if a musician or phonograph is not available, to the singing, or whistling of the children. Dances requiring a large space may be modified, so as to be done in a small space. Steps that should advance may be done in place, circle and group dances may be changed so as to be done in the aisles. A practice-teaching course in folk dancing should take these points into consideration. Rhythmical activities should not be minimized as they play an important part in the physical-education program, giving an opportunity for "large muscle participation and a resulting beneficial reaction to the system as a whole."¹

Supervision of teachers in relation to type of activities taught. The group of teachers having the physical-education program supervised by a specialist teach a greater variety of activities than does the group not having the program supervised. The average teacher in the supervised group teaches five or six different activities, whereas the average teacher in the unsupervised group teaches three or four different activities. Teachers in this latter group tend to limit the

¹ Maroney, Frederick W. - "Physical Education for Public Schools." P. 15.

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activities. Teachers in this latter group tend to limit the

activities to exercises and marching. Clearly this is due to the fact that the supervisors bring to the teachers a variety of activities, while teachers without supervision are limited largely to those activities which they learned to teach while in training. The supervised group teach active games as frequently as they teach exercises, and almost as frequently as they teach marching. Furthermore, most of the teaching which is done in folk dancing, story plays, and stunts is done by members of this group. Insofar as about half of the teachers required to teach physical education in the elementary school must do so without supervision it is important that the teacher-training institutions give the type of training that will enable them to carry on a variety of activities in their programs. Teachers who must depend upon their own resources for teaching material in physical education need an extensive repertory of material. The preparation of the teacher in training should include this material, with references for seeking more material. This is an essential part of the preparation for teaching physical education in the elementary school.

Types of activities taught in relation to grades taught.

A greater variety of activities are taught in the primary grades than in any other group of grades. (Table XI). Eighty-seven per cent of the teachers in these grades are teaching exercises and marching which are formal types of activities and are unsuitable for children of primary-school age. Story plays which should take the place for formal work in the early

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A greater variety of activities are taught in the primary grades than in any other group of grades. (Table II). Eighty-seven per cent of the teachers in these grades are teaching exercises and marching which are formal types of activities and are unsuitable for children of primary-school age. Story plays which should take the place for formal work in the early

primary grades are taught by 57 per cent of the teachers. This particular group of teachers received a small amount of practice teaching in story plays. Evidently more time and emphasis should be put on this form of activity in order to have it used in the primary grades of the elementary school.

The lack of rhythmical activities in grades seven, eight, and nine is conspicuous. Many feel that folk dancing or any form of rhythmical activity is unsuitable, particularly for boys, beyond the primary grades. Neilson and Van Hagen make the following comments on this subject, "This (referring to the unsuitability of rhythmical activities for boys) is not true. Wise, enthusiastic leadership and teaching will carry the boy through the self-conscious awkward age. . . and train him to take his place with ease in the social life of home, school, and community."¹ Athletic dances, simple tap dances, and even social dancing are valuable in giving rhythmical activities to these older children. Practice teaching should include the teaching of these types of dances as well as folk dancing.

Type of activities taught in relation to place for conducting the physical-education period. More than four-fifths of the total number of teachers using only the classroom for teaching physical-education activities teach exercises, and more than three-fourths teach marching. Teachers apparently need training in ways of adapting activities for classroom use. For example, stunts may be done on a piece of carpet, or a straw

¹ Neilson and Van Hagen, op. cit. P. 36

primary grades are taught by 27 per cent of the teachers. This particular group of teachers received a small amount of professional training in story plays. Evidently more time and emphasis should be put on this form of activity in order to have it used in the primary grades of the elementary school.

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Type of activities taught in relation to place for conducting the physical-education period. More than four-fifths of the total number of teachers using only the classroom for teaching physical-education activities teach exercises, and more than three-fourths teach marching. Teachers apparently need training in ways of adapting activities for classroom use. For example, stunts may be done on a piece of carpet, or a stream

mat, or a blanket; bean bags or quoits may be tossed the length of the aisle; a shuffle-board may be marked on the floor with chalk and the game of shuffle-board played with a broom and pie-pans or blackboard erasers; hurdling or leaping may be done over a broom handle or a yard stick. Many activities of this nature are usable in the classroom.

About a fifth of the total number of activities which are taught are conducted in the classroom alone; about half the total number are conducted in the classroom and the schoolyard. The teachers who are responsible for the physical-education program in the elementary school should have a fund of material for classroom use during inclement weather, and for playground use during fair weather.

Equipment available in the elementary schools for games and play activities. Equipment for games and other play activities is limited to balls and beanbags. About two-thirds of the entire group have one, or the other, or both. (Table XII). The quantity of balls varies from one to four; of beanbags from two to twelve. The group under supervision is far better supplied with equipment than is the group not under supervision. This is shown by the fact that 82 per cent of the teachers conducting activities under supervision have either balls or beanbags, or both balls and beanbags; whereas 43 per cent of the unsupervised group have this equipment. The small amount of equipment available in the elementary schools for game and play activities suggests two points which should be emphasized

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This is shown by the fact that 88 per cent of the teachers conducting activities under supervision have either balls or beanbags, or both balls and beanbags; whereas 48 per cent of the unsupervised group have this equipment. The small amount of equipment available in the elementary schools for game and play activities suggests two points which should be emphasized

in the preparation of the teachers in the teacher-training institutions, namely: the teaching of activities which require no equipment other than the play area, and the training in use of makeshift equipment.

Equipment available in the elementary schools for the teaching of folk dancing and other rhythmical activities.

More than half of the entire group of teachers have for their use in teaching physical education either a phonograph with records, or a piano with an accompanist. (Table XIII). A small group of teachers have a phonograph but no records, or a piano but no one to play it. The teachers who are not under supervision are more favored in the possession of this equipment than are the teachers under supervision. Forty-seven per cent of the unsupervised group have phonographs with records, and 20 per cent have pianos with accompanists, as compared with 42 per cent of the supervised group having phonographs and 8 per cent having pianos. This may be explained by the fact that the unsupervised teachers are employed in towns and rural districts where the schools are smaller. In a small school, equipment of this sort could be used by all of the teachers, but in a larger school, unless there were several pianos or victrolas, all of the teachers would not be able to make use of the equipment.

In spite of the fact that 50 per cent of the teachers have equipment for teaching rhythmical activities, the figures received show that only 30 per cent of the number possessing the equipment use it for that purpose. Lack of preparation in

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In spite of the fact that 50 per cent of the teachers have equipment for teaching rhythmic activities, the figures received show that only 30 per cent of the number possessing the equipment use it for that purpose. Lack of preparation in

adapting rhythmical activities to the classroom with the use of the phonograph is the only reason that can explain this situation.

Evidently more emphasis in the training college should be placed on the teaching of this type of activity. Doing the practice teaching of dancing to the accompaniment of a phonograph as well as the piano might help the situation. Another suggestion is that the practice teaching include the folk dances and rhythms for which records are available.

Reference books and other material to help the teacher.

A very small number of the whole group report that they have any kind of reference books. Most of the teachers possessing such material are in the supervised group. Nearly a fifth of the teachers have a course of study or an outline to guide them. Again, nearly all of these teachers are in the supervised group. Since about half of the teachers are to teach without supervision it is paramount that the teacher-training institutions give adequate material in courses of study, outlines and sources for materials. The teachers-in-training should not only become familiar with source books, but should actually learn the titles and places where the books can be obtained. Such books are: "Physical Education for Elementary Schools," by Neilson and Van Hagen; "Rhythms and Dances for Elementary Schools," by Dorothy LaSalle; "An Athletic Program for Elementary Schools," by Leonora Anderson; "Games for the Playground, Home, School and Gymnasium," by Jessie Bancroft;

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"Physical Training for Elementary Schools," by Lydia Clark; "Handbook of Stunts," by Martin Rogers; "Calisthenics," by S. G. Staley; "Games, Contests, and Relays," by S. G. Staley, are valuable for use in the elementary school.

"Physical Education for Elementary Schools," by Neilson and Van Hagen, should be on the desk of every elementary school teacher. This book includes a graded program of activities which are suitable for use in the school situation and to the needs of the children. Teachers who do not have courses of studies or outlines would find this book very helpful.

3. Suggestions made by the Teachers in These Schools for the Improvement of Their Own Preparation.

Frequency of suggestions. In reply to the question concerning ways of improving the preparation of the classroom teacher for teaching physical education many teachers asked that more classroom games be taught. (Table XIV). Next to classroom games is expressed the need of material for relief periods. The practice teaching of games in College X includes both the teaching of active games and quiet games. Evidently more emphasis should be placed on the selection of games suitable for classroom use. Many activities are included in the practice teaching which are suitable for relief-period material. The difficulty probably lies in the fact that little or no effort was made to call attention to the fact that the activities might be used as relief-period material. It has already been

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suggested that the relief period requires particular attention in the preparation of the teachers for the teaching of physical education.

A larger number of suggestions came from the teachers in the unsupervised group than in the supervised group. Both groups listed first, the need for classroom games; and second, the need for relief-period material. Sixty-two per cent of the group working without supervision asked that more help be given to familiarize the teachers with source books and reference books as compared with 44 per cent of the group working with supervision. The reason for this is obvious as the teachers in the latter group receive teaching material from their supervisors.

As stated above an important item in teacher preparation is the contact with source books, not only in becoming familiar with the books but in learning the titles and the places where the books can be obtained.

Only 14 per cent of the whole group asked that help be given in the teaching of stunts. This again shows that the teachers are unfamiliar with this type of activity as a useful part of the physical-education program. Practice teaching in stunts should be included in the teacher-training program and should be given the same emphasis as any other type of activity.

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4. Summary.

The classroom teacher is largely responsible for the physical-education program in the elementary schools, as shown by the fact that three-fourths of the group replying to the checking list are teaching physical education. The replies were representative of all localities including large cities, small cities, as well as towns and rural districts. Most of the teachers who teach physical education are employed in primary or intermediate grades, whereas the teachers who are not teaching physical education are employed in intermediate or junior-high-schools grades. The situation for teaching activities as far as number of grades is concerned is good, as few teachers have more than two grades and many teach a single grade.

Fifty-three per cent of the teachers who are responsible for the physical-education program are supervised by a specialist in physical education. Supervision is found more frequently in the cities than in the towns and rural districts. The supervised teachers have an advantage over the unsupervised teachers in many ways, namely, in number of grades taught, in satisfactory places for teaching, in amount of equipment available for teaching, in the possession of reference and source books, and in the variety of material for teaching.

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The classroom is used more commonly than any other space for conducting the physical-education period. It is used

either alone, or in combination with some other play area, by practically the whole group, and more than half of them find it unsatisfactory. Few teachers have an in-door play area, such as, a gymnasium or a playroom. Many teachers use the school-yard, or an out-of-doors area, for conducting the activities.

Eighty-five per cent of the teachers comply with the state law by conducting the physical-education program in a period exclusive of the recess, noon, or after-school periods. About a fifth of the teachers conduct activities at these times in addition to the required physical-education period. A small number make use of relief periods.

Exercises and marching are taught more frequently than any other type of activity. Folk dancing and stunts are taught the least frequently. The variety of activities taught varies from one to eight, the average number being four. A greater variety of activities are taught in the primary grades than in any other group of grades.

Equipment for teaching games and play activities is limited to balls and beanbags, and few teachers have enough of these to be of much value. About half the group have phonographs, or some means of teaching folk dancing or rhythmical activities. In spite of this, a small percentage having such equipment teach any activities to music.

The leading suggestions made by the teachers themselves for bettering the preparation for teaching physical education, are ones that will help the classroom teacher meet the class-

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The leading suggestions made by the teachers themselves for bettering the preparation for teaching physical education, are ones that will help the classroom teacher meet the class-

room situation, namely, more classroom games, and material for short relief periods. In spite of the fact that stunts could be used to advantage in all grades, the suggestion that more practice teaching in this activity be given is listed the least frequently.

An investigation of the conditions under which the physical-education program is conducted in the elementary schools suggests that the classroom teachers need help in the following ways:

1. In the selection of activities for different age levels.
2. In the selection of activities suitable for classroom use, and for schoolyard or playground use.
3. In planning programs for recess or after-school periods.
4. In teaching rhythmical activities to music in the classroom.
5. In knowing a variety of activities, including play and natural activities, as well as formal activities.
6. In making use of relief periods.
7. In knowing activities that require little or not any equipment, or in knowing how to substitute makeshift equipment.
8. In knowing source books, or places where material can be obtained.

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CHAPTER III - COMMON PRACTICES IN
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PREPARING THE CLASSROOM TEACHER FOR
TEACHING PHYSICAL EDUCATION, AS
REVEALED BY TWO STUDIES: ONE BY
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The fact is recognized that common practices, while not necessarily ideal, are valuable in offering a basis for comparison. A study of the common practices in preparing the teachers of the elementary school for teaching physical education offers a basis for comparing the practices which are found in College X, and if necessary for recommending advisable readjustments.

1. Nature of the Two Studies

Miss Ready's study.¹ Miss Ready, who is associate specialist in recreation in the United States Office of Education, made a study of the status of physical education and health education as required subjects in all teacher-training curricula given by institutions of higher learning. The investigation included among other institutions 142 teachers colleges. Only the findings that have to do with these colleges and with the subject of physical education will be considered in this study. Special attention is given to the amount of required work in physical education, to the semester hours of credit allowed for the required work, and to the amount of time devoted to practice teaching in physical education.

¹ Ready, Marie M. - "Physical Education and Health Education as a Part of all General Teacher Training Curricula." Washington, Government Printing Office, (1932) P. 1-29.

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¹ Reedy, Marie M. - "Physical Education and Health Education as a Part of all General Teacher Training Curricula." Washington, Government Printing Office, (1923) P. 1-82.

Dr. Jameson's study.¹ Dr. Jameson's study included a survey of twenty-two state teachers colleges and normal schools in an effort to find out what was being done to prepare the elementary school teacher for the teaching of physical education. The study presents a statistical and descriptive analysis of the organization and content of courses in physical education offered during 1926-27 to students preparing to be general elementary and junior-high-school teachers.

In reviewing the study only material that has to do with teacher preparation will be considered. Particular attention will be given to findings regarding four-year institutions, there being twelve institutions of this type in the group studied.

2. Common Practices Concerning the Amount of Time Devoted to the Physical-Education Program and the Content of the Program.

Amount of time given to the physical-education program.

Miss Ready found that 84 per cent of teachers colleges have one general requirement in physical education for all students, but that the requirement varies considerably in regard to amount of work, number of years, number of periods per week, and total number of clock hours.

In considering the number of years physical education is required in teachers colleges she found that the number varies from one-half to four. The average requirements being two and one-half years and the most frequent requirement being two

¹

Jameson, E.D. - "Physical Education for the Preparation of General Elementary School Teachers." (1930). Bureau of Publications, Columbia University Teachers College, N.Y.C. P. 188.

years. College X is above the average in requiring three and one-half years of physical education for all women students.

Dr. Jameson found that most of the time given to the physical-education program is concentrated in the first and second years of the curricula. It is noted that only four of the twelve four-year institutions gave any physical education beyond the second year. Dr. Jameson attributes this to the fact that there are a limited number of four-year students in the institutions. However, since the study was made the number of four-year students has increased to a large extent. A survey¹ made in 1933 shows that 37 states offer four-year curricula of some type or kind for the education of the elementary teachers and that three states, one being the state in which College X is located, have a minimum requirement of four years. Forty of the 200 hours assigned to the physical-education program of this college are in the third and fourth years of the curriculum.

Miss Ready's study shows that the required number of periods per week for physical education varies from one to five, the most frequent requirement being two. College X is average in requiring two periods per week in the first two years of the curriculum and one in the third and fourth years. The number of minutes included in each period of the required work in physical education in teachers colleges varies from 30 to 60. The average requirement is 50, while the most frequent requirement is 60. College X is slightly above the average in

¹ Bachman, Frank P. - "Education and Certification of Elementary Teachers." (1933). George Peabody College for Teachers, Nashville, Tenn. P. 20.

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requiring 55 minutes.

The study further shows that the total number of clock hours required in physical education among teachers colleges varies from 20 to 600. The average requirement is 141 with the most frequent requirement being 144.

Dr. Jameson found that the four-year institutions were "comparatively generous" in the total time devoted to required courses in physical education. The average number of clock hours is 150.7. College X is far above the average in having 200 hours devoted to physical education. Even this does not reach the standard set by Mr. Curtis, state director of physical education of Missouri, who claims that the time given to physical education in teachers colleges is inadequate and that the time required for students' developmental needs alone should be three to four hours a week.¹

Content of physical-education courses. The committee on teacher-training in physical education reports that the teacher training institutions should offer courses that give recreational opportunities to the students, and courses that will help the teacher carry on an ideal program of physical education for the elementary school.² This latter should include participation in the activities included in the ideal elementary-school program.

¹ Curtis, Henry S. - "Physical Education as Teacher Training." National Educational Association Journal, XIII (December 1924) P. 34.

² Neilson, N. P. - "Report of the Committee on Teacher-Training in Physical Education in the United States." American Physical Education Association Research Quarterly. IV (March 1933) P. 56.

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¹ Curtis, Henry S. - "Physical Education as Teacher Training," National Educational Association Journal, XIII (December 1924) p. 34.

² Nelson, M. P. - "Report of the Committee on Teacher-Training in Physical Education in the United States," American Physical Education Association Research Quarterly, IV (March 1933) p. 55.

In examining the content of the physical-education courses of teachers colleges, Miss Ready found that in general, the required work included instruction and practice in the technique of the various seasonal games and sports, gymnastics, folk dancing, gymnastic exercises, swimming and life saving. In a few institutions the courses are "sufficiently extensive so that all students are prepared to carry on a suitable program of play activities for children of all ages, not merely as a part of the required work in physical education in elementary or high schools, but also during the recess periods, and to supervise after-school and summer playground activities."¹

This would seem nearly to approach an ideal situation, but the study shows that only a few colleges are offering this extensive preparation. Miss Ready further shows that practically all institutions urge the students to participate in physical activities which will be recreational and healthful.

The activities taught most frequently in the institutions included in Dr. Jameson's study are: games of both high and low organization², folk dancing, formal gymnastics, marching, story-plays, and stunts. All of these activities with the exception of story-plays were used for the student's developmental and recreational needs as well as for enabling the student to teach the activities in the elementary school.

¹ Ready, Marie M. op. cit., P. 18.

² Games of high organization are team games in which an organized group cooperates for the good of the team, for example, baseball. Games of low organization are simple games in which the individual predominates, for example, tag games.

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The activities included in the physical-education program of College X compare favorably in number and variety with the activities offered in teacher colleges in general. The trend in the training institutions, as shown by both studies, is to give the student an opportunity to participate in the activities which are suitable for the physical-education program of the elementary school.

Participation in physical-education activities under expert leadership and teaching is, according to Mr. Hindman of Ohio University, the most important single element in the teacher-training program,¹ since familiarity with the activities gives the student a basis for thinking about them. It is important for the student to become acquainted with, and to develop a minimum amount of skill in, the activities before she attempts to teach them. It is doubtful if sufficient time is devoted to this important phase of participation. In College X many students come from high schools where little or no opportunity was offered for participating in a physical-education program. These students are thrust into a practice-teaching program in the college before they have had time to learn such skills as throwing a ball, catching a ball, batting a ball, running, and dodging. The writer believes that they would make better teachers if they were more skilled in performing the activities.

¹ Hindman, D.A. - "Some Needs in Physical Education Teacher Training." Journal of Health and Physical Education, II (April 1931) P. 8-10.

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¹ Hindman, B.A. - "Some Needs in Physical Education Teacher Training," *Journal of Health and Physical Education*, 11 (April 1931) p. 8-10.

3. Methods in Training the Classroom Teacher for Teaching Physical Education in Teachers Colleges.

Nature of practice teaching. The study made by Miss Ready shows that practice teaching in physical education is included to some extent as a part of the curricula for regular elementary teachers in 21 per cent of the teachers colleges. "In general there is considerable variation among the various institutions in the matter of requiring practice teaching in physical education. In some institutions, a special requirement includes a certain number of clock hours of practice teaching in physical education. In other institutions, physical education is included among a group of subjects in which a specific number of clock hours of practice teaching is required. In still other institutions while practice teaching in physical education is required to some extent, no definite policy has been made as to the exact amount required."¹ College X falls in the latter group in that practice teaching in physical education is required as a part of the regular class work in physical education, but that no definite number of hours of practice teaching is required.

Dr. Jameson's study shows that the four-year institutions were behind the two-and three-year institutions in offering any kind of practice teaching. Only 25 per cent of the four-year institutions included in this study offer practice teaching to all of the students, and 25 per cent provide no opportunity for practice teaching. In 42 per cent of the institu-

¹ Ready, Marie M. op. cit., P. 24

twenty for practice teaching. In 42 per cent of the institutions to all of the students, and 25 per cent provide no opportunity for practice teaching. Only 25 per cent of the four-year institutions included in this study offer practice teaching. Behind the two-and three-year institutions in offering practice teaching is required.

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tions the opportunity to do practice teaching in physical education depends on chance assignment, and 8 per cent offer practice teaching to kindergarten and primary students only. College X falls in the first group in offering practice teaching to all women students.

Dr. Jameson further shows that most of the practice teaching is done with classmates. Seventy-three per cent of all the institutions have the practice teaching done with classmates; 41 per cent have it done with children. Half of the four-year institutions included in the survey have the practice teaching done with classmates and nearly three-fourths of them have it done with children. Furthermore, half of these institutions give the students experience in playground supervision. These facts would lead one to believe that the students in four-year institutions are given a fairly good opportunity for practice teaching, but when one remembers that only 25 per cent of these institutions offer practice teaching to all of their students, a different situation results. College X compared favorably with other four-year institutions in the extent to which practice teaching is offered but it fails in not offering an opportunity to do practice teaching of physical education with children.

Activities in which practice teaching is given. The study made by Dr. Jameson reveals that the activities used most frequently for practice-teaching purposes are games of low organization and story plays, the first being used by all

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made by Dr. Jamason reveals that the activities used most frequently for practice-teaching purposes are games of low organization and story plays, the first being used by all

four-year institutions, the second by 91 per cent. A formal type of gymnastics and marching was included in 75 per cent of the institutions. College X gives practice teaching in all of these activities with a minimum amount of time expended on the teaching of story plays.

Dr. Jameson's study further shows that only 27 per cent of the institutions offer practice teaching in natural or informal gymnastics. No practice teaching in this type of activity is given at College X. About three-fourths of the institutions give professional training in folk dancing and less than a fifth give such training in clog or tap dancing. College X gives practice teaching in folk dancing but none in any other type of dancing. Seventy-seven per cent of the institutions offer stunts as an activity for service, that is for the student's use, but only half of them give practice teaching in this activity. Stunts are offered in College X for the student's use, but again, no practice teaching is given in this activity.

These figures shows that the tendency in teacher-training institutions is to give practice to teaching in the more formal types of activities which are less pleasing to children. College X ranks with the average in putting emphasis on the more formal activities and in not offering a variety of activities for practice teaching. Teachers need training and practice in all forms of activities if they are to be able to select activities for a well-balanced program.

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Theoretical discussion concerning technics of teaching.

In order to give the student knowledge concerning the objectives, teaching methods, and technics of teaching the various activities, a certain amount of theoretical discussion about these activities is necessary. Mr. Danforth, director of physical education in Lima, Ohio, states that the average elementary teacher in the United States is not interested in physical education due to lack of knowledge of objectives, methods and technics involved in teaching.¹ Examination of the twenty-two institutions included in Dr. Jameson's study reveals that there is general lack of uniformity in topics selected for theoretical discussion.

Topics dealing with an introduction to physical education, such as "aims," "values," "objectives," "history," and "Play," were included in the training programs of 48 per cent of the institutions. "Aims," "Values," and "Objectives," alone were treated by 73 per cent. "History of physical education" was treated by 36 per cent. Topics dealing with organization of children, such as "growth and development," "awards," and "pupil leadership" were used by an average of 26 per cent.

Technique of teaching, including such topics as "selection of materials," "procedure in teaching," were considered by 65 per cent. Topics having to do with administration of facilities were treated by 45 per cent. In considering the topics related to specific activities, it was found that topics having to do with gymnastics led, there being more than twice as

¹ Danforth, H.G. - "Elementary Teacher as a Physical Educator." Journal of Health and Physical Education. II (January 1931) P. 3-7.

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large a range of theory content than for either games or dancing. This again shows emphasis on formal gymnastics and lack of emphasis on play activities. It is noted that discussion of games of low organization is twice as thorough as that for games of high organization.

The topics selected for theoretical discussion at College X show little similarity to the topics listed above. A large proportion of the time devoted to theoretical discussion in this college is spent in teaching the origin, insertion and action of the large muscles involved in doing exercises. It is the contention of the writer that this time is wasted, as the anatomical names and the facts about the muscles are soon forgotten, and there is no practical value, as far as the elementary-school teacher is concerned, in learning them. A second topic which is given emphasis in College X is the technique of teaching formal gymnastic exercises. Again, the time is unwisely spent as this type of activity has little value in the physical-education program of the elementary school. Little or no time is spent in discussing the aims, and objectives of a physical-education program, or in any other topic of practical value to the prospective teacher.

Time devoted to theoretical instruction. Dr. Jameson's study shows the amount of time which is devoted to the theoretical discussion of activities in relation to the amount of time devoted to practiceteaching of activities. None of the twenty-two institutions in her survey had a course that was

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devoted entirely to topics related to the teaching of physical education, and only one had a course that was as much as three-fourths theoretical. The majority spent most of the time on the practice of the activities. Fifteen per cent is the average amount spent on theoretical discussion. This is the amount of time given to theoretical discussion in College X.

Opportunity for observation of demonstration lessons.

Observation of model lessons offer a valuable means of training the teacher. This is important, according to the President of Eastern Kentucky State Teachers College, as students learn by seeing as well as by doing.¹ Dr. Jameson's study shows that there is a lack of opportunity for observation of model lessons in physical education. Thirty-three per cent of the four-year institutions have one or two observations; 20 per cent have more than two; and the remaining group have none. Seventeen per cent of the observation periods were arranged in courses in general education rather than in physical education.

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4. The Relation of Training Methods in Physical Education to Training Methods in General Education.

Purpose of teacher training. Assuming that the training for teaching physical education should be on the same plane as other school subjects it is interesting to note how methods in training in physical education meet with the standards in general education. The president of George Peabody College for Teachers, states, "the teacher training institutions have two tasks, namely, to teach the student a subject and at the same time teach him how to teach it."¹

The physical-education methods in training follow this plan in that they give the student opportunity to participate in activities, and later an opportunity to do practice teaching in them. Dr. Payne further states that of the several theories concerning methods of training the cooperative theory, in which the study of subject matter and practice are concurrent, is sponsored by the modern progressive teachers colleges. To what extent this theory may be applied to physical education is questionable as it is necessary for the student to acquire a certain amount of skill in the activities before she attempts to teach them.

Practice teaching. An important phase of teacher training is practice teaching. Mr. Gist, of State Teachers College of San Francisco, states that the practice teaching should be done where public-school conditions prevail.²

¹ Payne, B.R. - "Difficulties in the Integration of Subject Matter in Teachers Colleges." School and Society XXXI (June 1930) P. 821-827

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He further states that many progressive schools agree that this is the most important phase of teacher training. It is here that training methods in physical education in many teachers colleges, and in College X in particular, are not satisfactory. Much more should be done in these institutions in the way of offering practice teaching of physical activities with children in the classroom and on the playground.

Observation of model lessons. Another important phase of teacher training is the observation of demonstration lessons. Mr. Gist states that there should be opportunity to observe good teaching under careful guidance, and that the best plan in training is the one that combines definite teaching observation and actual practice teaching.¹ The demonstration lesson should also be held in the classroom. This fact is emphasized by Mr. Schwalter of Alabama Polytechnic Institute, who states that the lesson away from the classroom is artificial.² Again the teacher-training methods in physical education fail in many teachers colleges, and particularly in College X, in offering little or no opportunity for observation of model lessons.

¹ Gist, A.S. - op. cit. P. 269-278

² Schwalter, B.R. - "Auburn Plan of Laboratory Practice in Supervision." School and Society XXIV (October 1926) P. 485

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5. Summary.

The study of common practices in the preparation for teaching physical education in teachers colleges reveals a number of outstanding facts, namely:

1. The average requirement for physical education in teachers colleges is two and one-half years, with most of the time concentrated in the first and second years of the curricula.

2. The most frequent requirement is number of periods per week for physical education is two. The average requirement in minutes per period is 50.

3. The average requirement for total number of clock hours in four-year teacher-training institutions is 150.7. This is above the average in teachers colleges in general which is, 141.

4. The trend in teacher-training colleges is to give the student an opportunity to participate in activities which are suitable for the physical education program of the elementary school, with the hope that the activities will meet the immediate needs of the student, both recreational and developmental.

5. Seventy-three per cent of the practice teaching is done with classmates.

6. Only 25 per cent of four-year institutions offer practice teaching to all students; and 25 per cent provide no practice teaching for their students.

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5. Seventy-three per cent of the practice teaching is

done with classes.

6. Only 25 per cent of four-year institutions offer

practice teaching to all students; and 25 per cent provide no

practice teaching for their students.

7. The tendency is to give practice teaching in formal types of activities rather than in play activities.

8. A lack of uniformity in topics selected for theoretical discussion exists. Topics related to gymnastics lead with a larger range of theory content than any other type of activity.

9. More time is devoted to practice teaching than to theoretical discussion concerning the teaching. The average amount of time devoted to theory in relation to practice teaching is 15 per cent.

10. Little opportunity is offered for observation of model lessons in physical education.

The common practices in preparing for the teaching of physical education fail to meet the standards held in general education concerning methods of training, in the following ways:

1. Most of the practice teaching is done with classmates instead of with children, in conditions where the classroom situation prevails.

2. Little or no opportunity is offered for the students to observe demonstration lessons in physical education.

A comparison of the training methods for teaching physical education in College X with the common practices in teachers colleges, shows the following facts:

7. The tendency is to give practice teaching in formal

types of activities rather than in play activities.

8. A lack of uniformity in topics selected for theoretical

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2. Little or no opportunity is offered for the students

to observe demonstration lessons in physical education.

A comparison of the training methods for teaching physical

education in colleges with the common practices in teachers

colleges, shows the following facts:

1. College X ranks high in the following ways:

a) Amount of time in number of years and in number of clock hours, devoted to physical education program.

b) In offering practice teaching to all students.

2. College X ranks with the average in the following ways:

a) In offering participation in activities that are suitable for the physical-education program of the elementary school.

b) In doing practice teaching with classmates.

c) In putting emphasis on the practice teaching of formal types of activities, such as, marching and formal gymnastics.

d) In devoting a large percentage of the theoretical discussion to the teaching of gymnastics.

e) In the amount of time devoted to theory in relation to the amount of time devoted to practice teaching.

3. College X ranks low in the following ways:

a) In offering no opportunity for practice teaching with children.

b) In giving no practice teaching in informal types of activities.

d) In the choice of topics selected for theoretical discussion.

d) In offering no opportunity for observation of model lessons in physical education.

1. College X ranks high in the following ways:

- a) Amount of time in number of years and in number of clock hours, devoted to physical education program.
- b) In offering practice teaching to all students.

2. College X ranks with the average in the following ways:

- a) In offering participation in activities that are suitable for the physical-education program of the elementary school.

- b) In doing practice teaching with classmates.
- c) In putting emphasis on the practice teaching of formal types of activities, such as, wrestling and formal gymnastics.

- d) In devoting a large percentage of the theoretical discussion to the teaching of gymnastics.

- e) In the amount of time devoted to theory in relation to the amount of time devoted to practice teaching.

3. College X ranks low in the following ways:

- a) In offering no opportunity for practice teaching with children.

- b) In giving no practice teaching in informal types of activities.

- c) In the choice of topics selected for theoretical discussion.

- d) In offering no opportunity for observation of model lessons in physical education.

CHAPTER IV: - RECOMMENDATIONS OF
PHYSICAL-EDUCATION SPECIALISTS
CONCERNING THE PREPARATION OF THE
ELEMENTARY-SCHOOL CLASSROOM TEACHER
FOR THE TEACHING OF PHYSICAL
EDUCATION

The previous chapter shows that the methods of training the teachers for teaching physical education are not entirely satisfactory. What specific recommendations can be given in order to improve this training? In order to answer this question the opinions of a group of experts in the field of physical education were obtained by means of a checking list. The following recommendations are the result of the tabulation of the answers of this group.

1. Place in the Curricula of Four-Year Teacher-Training Institutions, for the Preparation of Teachers of Physical Education.

Proportion of time devoted to preparation. The amount of time devoted to the physical-education program in four-year teacher-training institutions varies, the average number of hours being 150.7. What proportion of this time should be devoted to preparation for teaching physical education and what proportion to meet the immediate and future health needs of the student? In the judgment of the group of experts more time should be spent on preparation than on the student's development and recreation.

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Sixty-one per cent is the average amount of time stated for preparation with 39 per cent for the student's needs. Several of the group felt that the time should be divided on a half and half basis. No one felt that more time should be given to student's own development and recreation than to preparation for teaching. Although all agreed that it is important to give the prospective classroom teacher an opportunity to learn or become interested in, recreational activities, the fact must be recognized that while the student is getting preparation for teaching she is also getting exercise and possibly recreation.

Time and place in curricula for practice teaching. In answer to the question concerning the best place in the college curriculum for the practice teaching, over half of the group of experts recommended the second semester of the junior year and the first semester of the senior year. (Figure 1). No one recommended that the practice teaching be done in the freshman year, and only a small percentage, that it be done in the sophomore year. Placing the practice teaching in the junior and senior years is contrary to the common practice in teacher-training institutions.

Having the practice teaching in the third and fourth years of the college curriculum gives the student an opportunity to become acquainted with, and to develop a minimum amount of skill in, the various types of activities, before she has to teach them. It is important to give sufficient time for the development of skill in the activities, for with the develop-

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Per cent

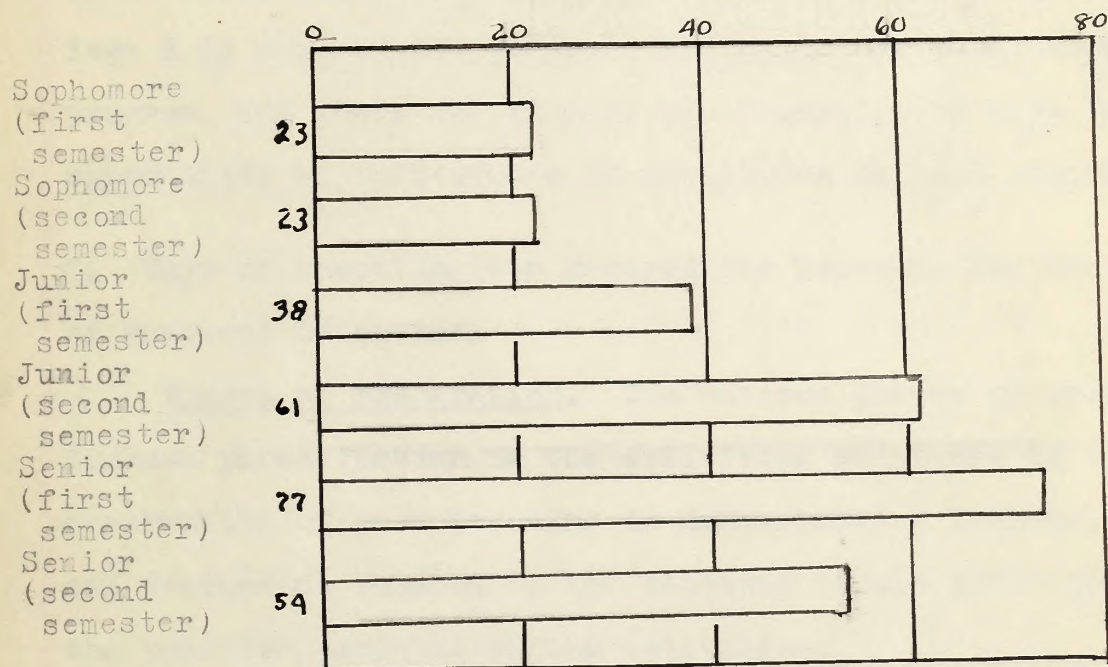


Figure 1. Opinions of experts in physical education concerning the year in which practice teaching should be given

ment of skill, comes an interest and enjoyment in doing them. These qualities are essential if the student is to become an enthusiastic teacher of physical education. In this connection, it is noted that, as a rule, the best practice teaching in College X is done by the students who enjoy the physical-education program, and these are usually the students who have had opportunity to participate in activities in high school.

2. Ways of Preparing the Prospective Teachers for the Teaching of Physical Education.

Phases of preparation. The various phases of preparation include participation in the activities which are to be taught, observation of good teaching in demonstration lessons, theoretical discussion related to the teaching of the activities, and the practice teaching of the activities.

All of the experts replying to the checking list expressed the belief that all four of these phases should be a part of the preparation for teaching physical education. One of these experts stated that the theoretical and observation phases should receive less attention than the other two phases; and one expert felt that the theoretical phases only should be minimized.

Content of theoretical discussion. In answer to the question concerning the subject matter for theoretical discussion the majority of experts checked the following items: values and aims of physical-education activities; methods of presenting activities and techniques of teaching; survey of reference books in the field; ways of adapting the activities

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to the classroom; and selection of activities for short relief periods. (Figure 2). No one recommended that time be spent on a study of muscles involved in doing the activities, yet this is the topic which is given considerable attention in the theoretical phase of the preparation at College X.

A list of additional subjects, not included in the checking list, follows: (The figure at the right indicates the number making the suggestion).

a) Selection and classification of facilities, equipment, and apparatus. (2)

b) Organization and administration of recess periods and after-school periods. (2).

c) Organization and administration of special programs, play days, dance programs, etc. (2).

d) Tests and measurements suitable for the average classroom teacher. (2).

e) Principles for planning daily, weekly, monthly, and seasonal programs for different grades.

f) A working knowledge of first aid. (1)

g) Contribution of physical education to the integrated program. (1).

h) Specific objectives of specific activities. (1).

i) Games and other activities adapted to specific grades. (1).

to the classroom; and selection of activities for short relief periods. (Figure 2). No one recommended that this be spent on a study of muscles involved in doing the activities, yet this is the topic which is given considerable attention in the theoretical phase of the preparation at College X.

A list of additional subjects, not included in the class, may list, follows: (The figure at the right indicates the number making the suggestion).

a) Selection and classification of facilities, equipment, and apparatus. (2)

b) Organization and administration of recess periods and after-school periods. (2)

c) Organization and administration of special programs, play days, dance programs, etc. (2)

d) Tests and measurements suitable for the average classroom teacher. (2)

e) Principles for planning daily, weekly, monthly, and seasonal programs for different grades. (1)

f) A working knowledge of first aid. (1)

g) Contribution of physical education to the integrated program. (1)

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Topics to be
included in theoretical
discussion concerning
the teaching of
physical education

Percentages of experts recommending
each topic

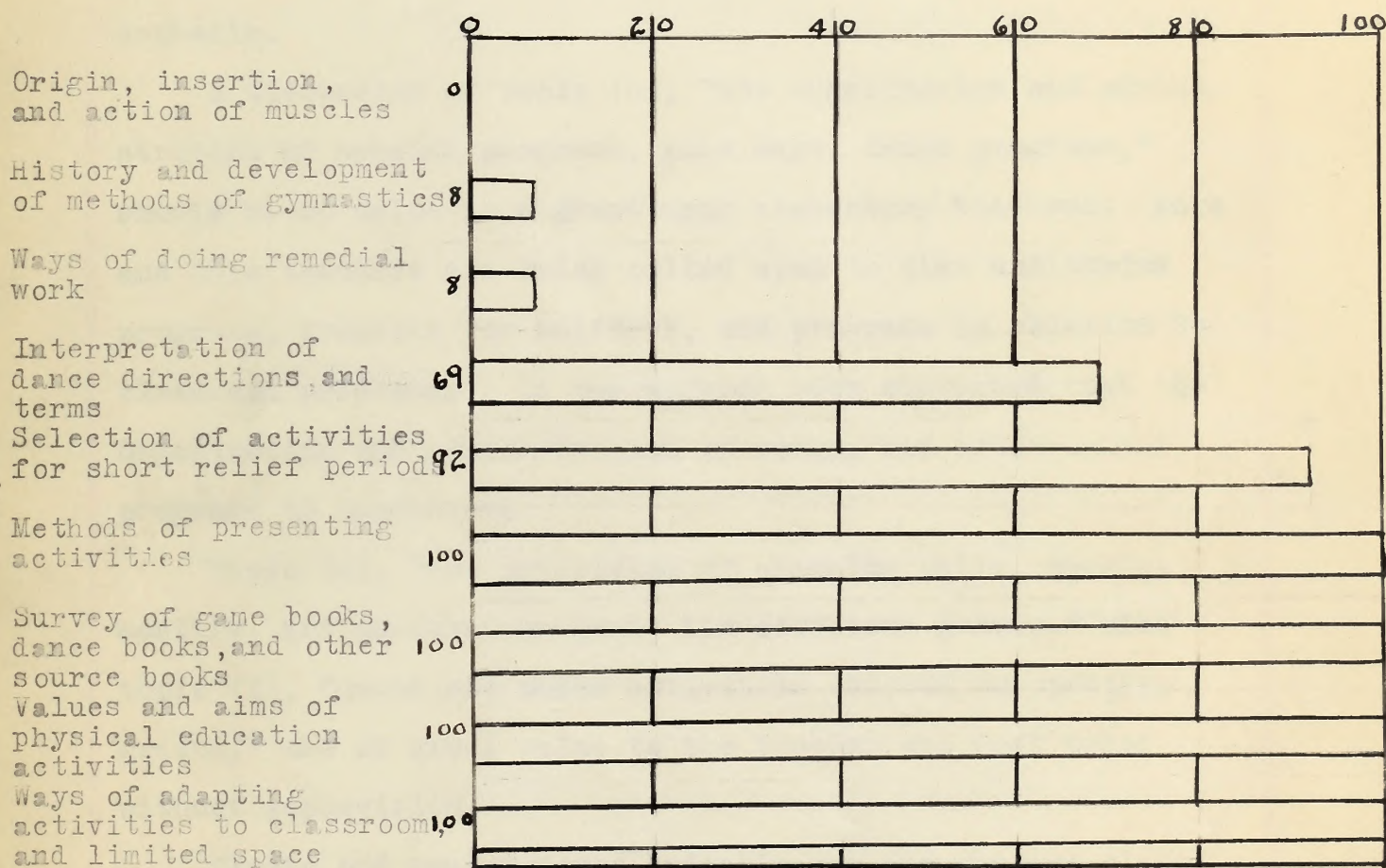


Figure 2. Percentages of experts in physical education recommending certain topics for theoretical discussion in preparing the elementary classroom teacher.

It is questionable, considering the limited amount of time which is devoted to theory and practice teaching in teacher-training institutions, that there would be time to cover all of these topics in full detail. However, some of the more practical ones, such as, b, c, d, f, and i, should be given emphasis.

A discussion of topic (b), "the organization and administration of special programs, play days, dance programs," should be of value to a great many elementary teachers. More and more teachers are being called upon to plan auditorium programs, programs for holidays, and programs in relation to classroom projects. It has already been suggested that the organization and administration of recess and after-school programs is important.

Topic (e), "the principles of planning daily, weekly, monthly, and seasonal programs for different grades," with topic (i), "games and other activities adapted to specific grades," are of great value to the teacher who must teach without supervision.

"Tests and measurements suitable for the average classroom teacher," is a topic which is fast being recognized as valuable in the physical-education program. By means of tests the teacher is able to classify the children in groups of equal ability and to measure their progress. The children are able to mark their own achievement and to compare themselves with others in the group, and with set standards. This adds

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Topic (i), "the principles of planning daily, weekly, monthly, and seasonal programs for different grades," with topic (j), "games and other activities adapted to specific grades," are of great value to the teacher who must teach without supervision.

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interest and value to the physical-education program.

Topic (f), "a working knowledge of first aid," is of real value to the elementary teacher, particularly if activities are done on the playground or in the schoolyard. A skinned knee, a bumped head, or a cinder in the eye, are common events where children are playing. The teacher should know what to do in these cases, and in any other minor accidents that are apt to happen.

Amount of time devoted to theoretical phase of preparation.

In considering the amount of time which should be given to the theoretical phase of preparation as distinct from the amount of time devoted to practice teaching, it was the general opinion of the group of experts that less time should be devoted to theory than to practice teaching. Five of the educators expressed the belief that half of the time should be given to each of these phases of preparation. All others recommended that less than half of the time be given to theoretical instruction.

Activities in which practice teaching should be given.

Without an exception the group replying to the question concerning the activities in which practice teaching should be done indicated that games of low organization, folk dancing and singing games, should be included. (Figure 3). All of the experts, with the exception of one, recommended that stunts be used for practice-teaching material. Less than half of the number indicated the use of marching or informal gymnastics,

interest and value to the physical-education program.
 Topic (7), "A working knowledge of first aid," is of real
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Activities in
which practice
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Percentages of experts recommending use
of each activity

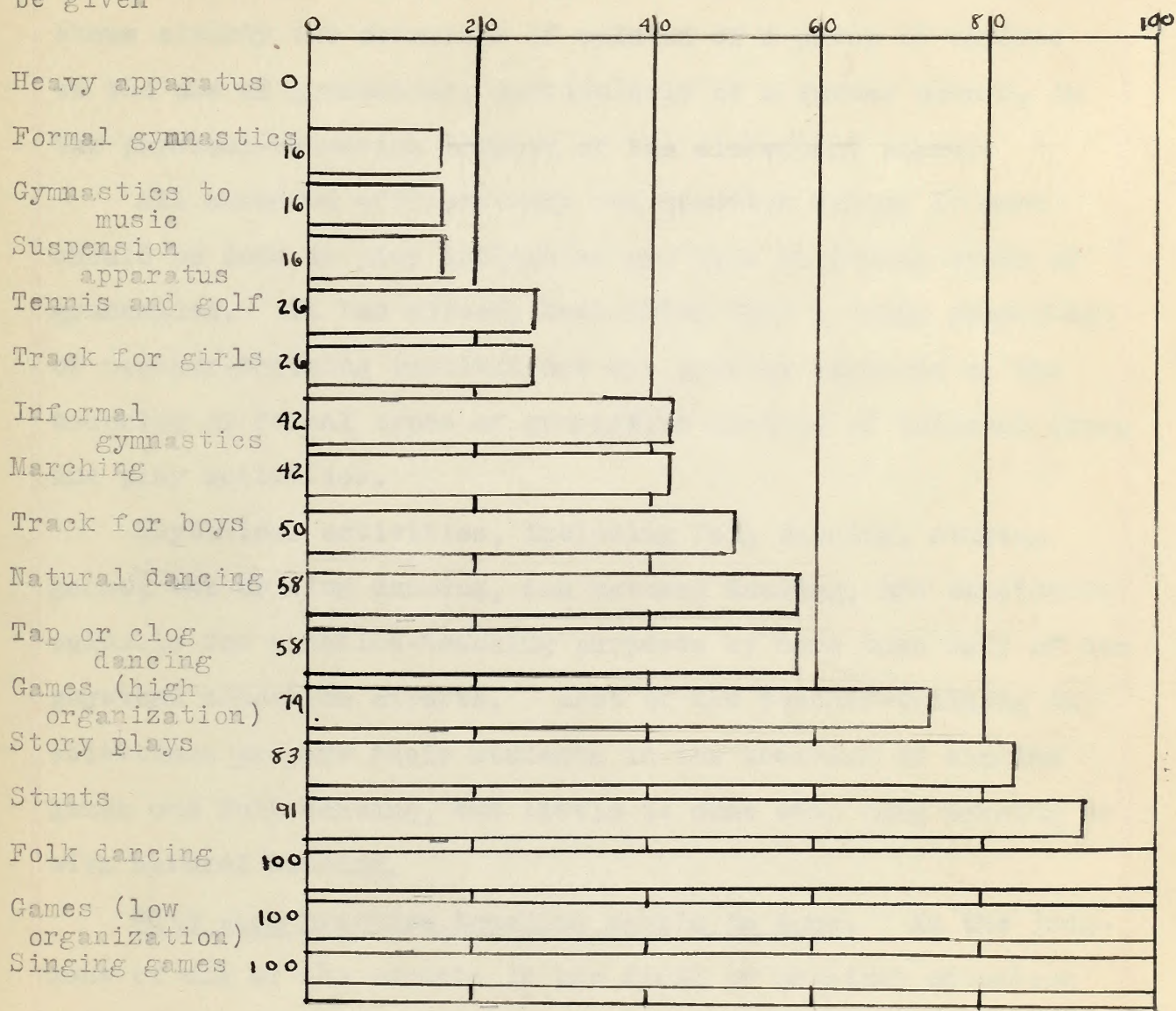


Figure 3. Opinions of experts in physical education concerning the activities in which practice teaching should be done

and less than a fifth, the use of formal gymnastics. This shows clearly the concensus of opinion of a group of experts on the use of gymnastics, particularly of a formal nature, in the physical-education program of the elementary school.

All answered affirmatively the question asking if more should be done in play activities and less in formal types of gymnastics. It has already been shown that a large percentage of teacher-training institutions are putting emphasis on the teaching of formal types of gymnastics instead of informal types and play activities.

Rhythmical activities, including folk dancing, singing games, tap or clog dancing, and natural dancing, are considered valuable for practice-teaching purposes by more than half of the physical education experts. Most of the teacher-training institutions prepare their students in the teaching of singing games and folk dancing, but little is done with clog dancing or with natural dancing.

With whom practice teaching should be done. In the judgment of all of the experts in the field of physical education the practice teaching of these activities should be done with children. Eighty per cent answered affirmatively the question asking if it is important to do practice teaching in surroundings similar to children's classrooms; twenty per cent felt that it is valuable but not necessary. This coincides with the opinions of general educators on the matter of practice teaching.

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Teaching activities to children in the gymnasium was also considered valuable by many in the group replying to the checking list. The practice of teaching activities to classmates was considered the least valuable of any method of giving practice teaching, and all stated that it is a poor custom to limit the teaching to classmates. Yet this is the method used in training the students in the teaching of physical education by the majority of teacher-training institutions.

Supervision of practice teaching. The entire group of experts agreed that supervision of practice teaching is most satisfactorily done by a member of the college physical-education department. (Figure 4). This person should be specially trained for the work. Two-thirds of the group considered supervision by the classroom critic teacher as valuable. One-third approved of having the supervision done by the town or city supervisor of physical education. The fact was emphasized that the person doing the supervision should be competent in the field. A number of the group felt that all three types of supervision should be used with the member of the college physical-education department chiefly responsible.

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Individual giving
supervision of
practice teaching

Percentage of physical-education experts
recommending supervision by each individual

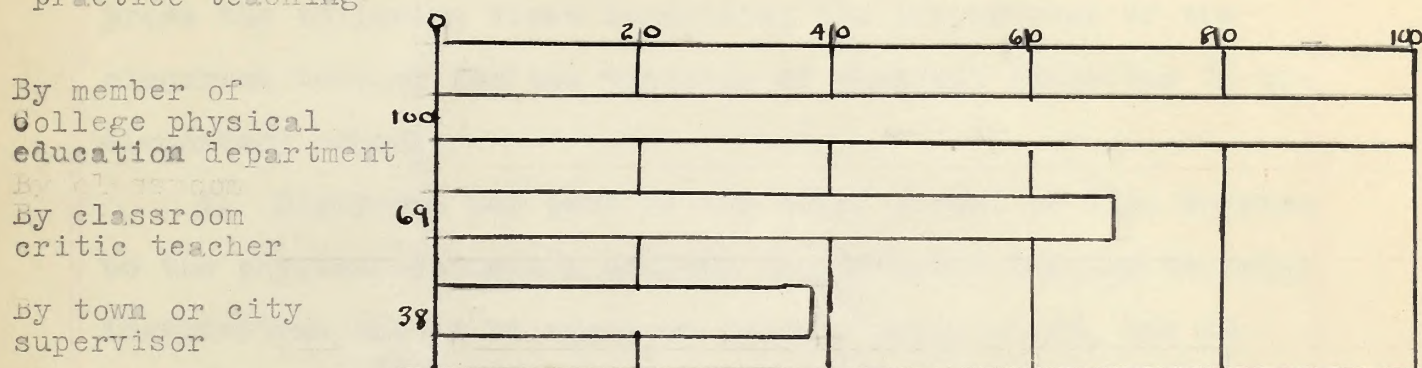


Figure 4. Opinions of experts in physical education concerning the supervision of practice teaching

3. Summary.

A group of experts in the field of physical education express the following views concerning the preparation of the classroom teacher for the teaching of physical education in the elementary school:

1. Sixty-one per cent of the total amount of time devoted to the physical-education program in four-year teacher-training institutions should be spent on teacher preparation, and 39 per cent should be spent on the developmental and recreational needs of the student.

2. Practice teaching is most favorably placed in the junior and senior years.

3. Preparation should include participation, observation, theoretical instruction, and practice teaching, with emphasis on participation and practice teaching.

4. The items included in the theoretical discussion should have practical value in helping the teacher meet the classroom situation.

5. Lesstime should be spent on theory than on the actual practice teaching.

6. Activities in which practice teaching should be given include the play activities rather than the formal types of activities.

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5. Instruction should be spent on theory rather than on the actual

practice teaching.

6. Activities in which practice teaching should be given

include the play activities rather than the formal types of

activities.

7. It is important to give practice teaching in rhythmical activities. These should include natural dancing and clog dancing as well as folk dancing and singing games.

8. The best situation for practice teaching is one in which the classroom situation prevails.

9. The best form of supervision is that which is under the direction of a qualified member of the college physical-education department.

7. It is important to give practice teaching in physical activities. These should include natural dancing and also dancing as well as folk dancing and singing games.
8. The best situation for practice teaching is one in which the classroom situation prevails.
9. The best form of supervision is that which is under the direction of a qualified member of the college physical education department.

CHAPTER V- GENERAL SUMMARY AND CONCLUSIONS

1. Essential Content of the Study

The investigation of conditions under which the physical education program is conducted in certain elementary schools shows the following outstanding facts:

1. The classroom teacher is largely responsible for teaching physical education in the elementary school and especially in the primary and intermediate grades.

2. Nearly half of the teachers must conduct the physical education program without the help of a supervisor.

3. Most of the teaching is done in classrooms is considered unsatisfactory for teaching physical education, by at least half of the group using them.

4. Two-thirds of the teachers use the schoolyard or an outdoor play area when the weather permits.

5. Formal types of activities are taught more frequently than other types.

6. Equipment for teaching game activities is limited.

7. Nearly half of the teachers have available for their use either a phonograph or a piano, but less than half of the group having this equipment teach rhythmical activities to music.

8. The suggestions made most frequently by the teachers for the improvement of the preparation for teaching physical education are more classroom games, and material for relief periods.

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periods.

A survey of the teacher-training institutions reveal the following common practices in training the teachers of the elementary school to conduct the physical-education program:

1. The average requirement for physical education in teachers colleges is two and one-half years.
2. The average requirement in total number of clock hours in four-year teacher-training institutions is 150.7.
3. Preparation for teaching is concentrated in the first and second years of the curricula.
4. Practice teaching is done largely with classmates with little opportunity being offered for teaching physical education under classroom conditions.
5. Emphasis is laid on the formal types of activities in both the practice teaching and in the theoretical discussion related to the teaching.
6. Little or no opportunity is offered for observation of model lessons in physical education.

The outstanding suggestions given by the group of specialists in the field of physical education concerning the preparation of the classroom teacher in the elementary school for the teaching of physical education are as follows:

1. Practice teaching should be given in the third and fourth years of the curriculum.
2. A little more than half of the total time devoted to the physical-education program should be devoted to the prepara-

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2. A little more than half of the total time devoted to the physical-education program should be devoted to the practice

tion of the teachers for teaching physical education; the remaining part should be for the immediate and future health needs of the students.

3. Practice teaching of the activities should be done with children in the classroom as well as with classmates.

4. Natural and play activities should be given more emphasis than the formal types of activities.

5. Opportunity for observation of demonstration lessons in physical education should be given.

6. Supervision of practice teaching should be under a competent teacher in the department of physical education of the college.

2. Conclusions.

From the foregoing facts the conclusion is justified that the training methods in many teacher-training colleges, and in College X in particular, for preparing the classroom teacher for teaching physical education in the elementary school, are deficient in the following ways:

1. In not offering students sufficient time for participation in physical-education activities before they begin their practice teaching.

2. In limiting practice teaching to the teaching of classmates, offering little or no opportunity to students to do practice teaching with children under classroom conditions.

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3. In not offering students an opportunity for observation of model lessons in physical education.

4. In omitting important theoretical discussions concerning topics of practical value to the prospective teacher.

3. Recommendations.

In addition to the suggestions given by the experts in the field of physical education for the improvement of the preparation of the elementary-grade teachers for the teaching of physical education, the following specific recommendations are made:

1. Give the practice teaching out-of-doors as far as possible in order that the teacher-in-training may realize where such activities should be conducted.

2. Give practice teaching in activities that are suitable for both the classroom and the schoolyard.

3. Give practice teaching in a variety of activities, including the different kinds of rhythmical activities, games, skills, stunts, and other play activities; exercises taught informally as well as exercises that are taught formally.

4. Put emphasis on the activities that are suitable for grades one to six.

5. Teach activities that require little or no equipment; and train teachers in the use of makeshift equipment.

6. Teach rhythmical activities to the accompaniment of the phonograph, and to the singing, humming, or whistling of the class, as well as to the piano.

3. In not offering students an opportunity for observation of model lessons in physical education.

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7. Give special attention to material for short relief periods.

8. Train the teachers to organize and take charge of activity programs at recess, noon, or after-school periods.

9. In the time devoted to the student's needs give recreational activities of a nature that will carry over into after-school life.

10. In the time devoted to theoretical instruction include the following topics.

a) Value, aims, and objectives of the physical-education program; and relation of this program to the school program as a whole.

b) Values, aims, and objectives of specific types of activities.

c) Selection of activities suitable for the different age-levels.

d) Methods of presenting the activities and the technique of teaching.

e) Survey of suitable reference books for the different types of activities.

f) Ways of adapting activities to the classroom and to limited space.

g) Principles for planning daily, weekly, monthly, and seasonal programs for the different grades.

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 - f) Ways of adapting activities to the classroom and to limited space.
 - g) Principles for planning daily, weekly, monthly, and seasonal programs for the different grades.

h) Organization and administration of special programs, play days, after-school and recess programs.

i) Ways of grouping children for an activity program, and ways of measuring the progress of the children.

j) First-aid treatment for minor injuries.

The following recommendations are offered for the reorganization of the activity courses in the physical-education program in the curriculum of College X:

1. That the first and second years be devoted entirely to the participation in physical-education activities. Sixty per cent of the time should be given to activities which are suitable for use in the elementary-school program, such as games, relays, stunts, skills, including rope jumping and throwing quoits; athletics, including leaping for distance and hurdling; mimetic exercises; vigorous exercises taught informally; exercises for correcting posture; simple folk dances; character dances; athletic dances; tap dances; and simple aesthetic or natural dances. Forty per cent of the time should be given to activities of a recreational nature, such as paddle tennis, golf, tennis, soccer, hockey, speed ball, and work with apparatus.

2. That the first semester of the third year be devoted to the theory and practice of physical education. One hour per week should be devoted to practice teaching with classmates of all activities suitable for elementary-school use.

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1) Ways of grouping children for an activity program.

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2. That the first semester of the third year be devoted

to the theory and practice of physical education. One hour

per week should be devoted to practice lessons with class-

mates of all activities suitable for elementary-school use.

The teaching of these activities arranged or groups so as to give the student the feeling of a balanced activity program suitable for a specific age level. For example, one lesson should include the teaching of a few exercises or a story play; a few stunts or skills; some rhythmical activities to music; and a game or relay.

3. That one hour per week be devoted to the theory of teaching. In order to have this extra hour (at present the program allows one semester hour only for the activity program) the hour which is devoted to Histology and to the review of Anatomy and Physiology should be omitted and in its place be substituted this hour for the theory of teaching physical education. The course in Histology, although of interest, has no practical value as far as the elementary-school teacher is concerned. The review of Anatomy and Physiology is unnecessary insofar as these subjects are covered in the first year of the curriculum.

This hour devoted to the theory of teaching physical education should be held in the lecture room and conducted as any other college theory course, that is, including assignments, discussion, reports, and examinations. The topics listed above for theoretical discussion and instruction should form a basis for the outline of the course.

As a part of the theoretical course at least two clock hours should be arranged for the observation of model lessons in physical education with children in the observation school

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8. That one hour per week be devoted to the theory of teaching. In order to have this extra hour (at present the program allows one semester hour only for the activity program) the hour which is devoted to histology and to the review of anatomy and physiology should be omitted and in its place be substituted this hour for the theory of teaching physical education. The course in histology, although of interest, has no practical value as far as the elementary-school teacher is concerned. The review of anatomy and physiology is unnecessary insofar as these subjects are covered in the first year of the curriculum.

This hour devoted to the theory of teaching physical education should be held in the lecture room and conducted in any other college theory course, that is, including lectures, discussion, reports, and examinations. The topics listed above for theoretical discussion and instruction should form a basis for the outline of the course.

As a part of the theoretical course at least two clock hours should be arranged for the observation of model lessons in physical education with children in the one-room school.

which is on the campus of College X. These observation periods to be followed by general discussion.

4. That practice teaching of physical education be included as a part of the general practice teaching course which includes many subjects. In the first semester of the third year of the curriculum of College X one hour daily is devoted to practice teaching in the observation school. If physical education were included with the other subjects an opportunity would be given for the students to teach activities with children. These lessons with the children should be observed and criticized by a qualified member of the college department.

5. That the second semester of the third year ~~or~~ the first semester of the fourth year include the teaching of activities in the classroom and the schoolyard; and the supervision of recess periods as a part of the required work of the student while in training in one of the training schools of the state. The department of physical education of the college should be chiefly responsible for the program, and should send outlines and courses of study to the critic teachers in the training schools. If the training school is under the supervision of a specialist in physical education the outlines supplied by this person may be substituted for the college outline.

6. That the remaining semester be devoted to activities of a recreational nature for after-school life, recognizing the fact that a good teacher is a healthy teacher, and a healthy

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vision of a specialist in physical education the outlines

suggested by this person may be substituted for the college

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6. That the remaining semester be devoted to activities

of a recreational nature for after-school life, recognizing the

fact that a good teacher is a healthy teacher, and a healthy

teacher is one who participates in out-door activities after school. Such activities as, golf, tennis, swimming, horse-back riding, hiking, archery, bowling, skating, and skiing should be included in this program.

4. Further Study Needed.

Many phases of the problem of preparing teachers for the teaching of physical education need further study. Following are several questions related to this problem which need investigation:

1. What percentage of all teachers in the elementary school evade the state laws requiring the teaching of physical education, and why do they evade it?

2. What is the actual value of activities having low percentage of usage?

3. Does the development of skill and enjoyment in participating activities actually produce a better teacher of physical education?

4. Should all teachers training to be teachers in the elementary schools receive the same training in physical education, or should some be trained for the primary grades, some for the intermediate grades, and some for the junior-high grades?

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Many phases of the problem of preparing teachers for the teaching of physical education need further study. Following are several questions related to this problem which need investigation:

1. What percentage of all teachers in the elementary school grade the state laws regarding the teaching of physical education, and why do they grade it?

2. What is the actual value of activities having low percentage of usage?

3. Does the development of skill and enjoyment in participating activities actually produce a better teacher of physical education?

4. Should all teachers training to be teachers in the elementary schools receive the same training in physical education, or should some be trained for the primary grades, some for the intermediate grades, and some for the junior-high grades?

APPENDIX

APPENDIX

TABLE I. Personnel responsible for teaching physical education in the elementary schools represented by the teachers replying to the checking list

Personnel teaching physical education	Number	Per cent
(1)	(2)	(3)
Classroom teacher	71	72
Special teacher of physical education	22	22
No one	2	2
Classroom teacher other than room teacher	4	4
Total	99	100

TABLE I. Personnel responsible for teaching physical education in the elementary schools represented by the teachers replying to the checking list

Personnel teaching physical education	Number	Per cent
(1)	(2)	(3)
Classroom teacher	71	73
Special teacher of physical education	22	22
No one	2	2
Classroom teacher other than room teacher	4	4
Total	99	100

TABLE II. Numbers and percentages of teachers replying to the checking list, teaching in different types of communities

Towns or cities	Group teaching physical education		Group not teaching physical education		Total	
	Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Towns with population under 23,196	31	44	4	14	35	35
Small cities with population from 23,196 - 77,149	24	34	6	21	30	31
City A with population of 252,981	16	23	18	64	34	34
Total	71	72	28	28	99	100

TABLE II. Numbers and percentages of teachers reporting to the checking list, teaching in different types of communities

(1)	Towns or cities with population under 25,000		Towns or cities with population 25,000 - 50,000		Towns or cities with population over 50,000		Total
	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	
Towns with population under 25,000	31	44	4	14	33	33	33
Towns with population 25,000 - 50,000	24	24	0	21	30	21	21
Towns with population over 50,000	18	23	15	64	34	64	64
Total	71	73	28	28	99	99	100

TABLE III. The extent to which supervision of physical education instruction is provided in towns and cities of different sizes

Towns or cities	Group teaching physical education with supervision		Group teaching physical education without supervision		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Towns with population under 23,196	7	18	24	72	31	44
Small cities with population from 23,196 - 77,149	16	42	8	24	24	34
City A with population of 252,981	15	39	1	3	16	222
Total	38	53	33	46	71	100

TABLE III. The extent to which supervision of physical education instruction is provided in towns and cities of different sizes

Towns or cities	Group receiving physical education with supervision		Group receiving physical education without supervision		Total	
	No.-per cent	Per cent	No.-per cent	Per cent	No.-per cent	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Towns with population under 25,196	7	18	24	78	31	44
Small cities with population from 25,196 to 50,196	46	48	8	84	54	74
City A with population of 50,196 to 100,196	13	39	1	3	14	24
Total	66	85	33	45	99	100

TABLE IV. Grades taught by respondents to the inquiry

Grades	Teachers				Total	
	Teaching physical education		Not teaching physical education			
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
7 - 9	7	10	12	43	19	19
4 - 6	26	37	13	46	39	39
1 - 3	30	42	1	4	31	32
Kinder- garten	1	1			1	1
Some com- bination of grades 4,5, 6,7,8,and 9	1	1			1	1
Some com- bination of grades 1,2, 3,4,5,and 6	6	8	2	7	8	8
Total	71	72	28	28	99	100

TABLE IV. Grades taught by respondents to the survey

Grades	Teachers				Total	
	Teaching physical education		Not teaching physical education			
(1)	Men- per cent	Women- per cent	Men- per cent	Women- per cent	(2)	(3)
1 - 2	7	10	12	47	19	19
3 - 4	30	37	13	46	70	70
5 - 6	30	48	1	4	81	83
Kindergarten	1	1			1	1
Some combination of grades 1, 2, 3, 4, 5, and 6	1	1			1	1
Some combination of grades 1, 2, 3, 4, 5, and 6	3	2	2	7	8	8
Total	71	92	28	28	99	100

TABLE V. Comparison of group of teachers having supervision with group of teachers not having supervision in relation to number of grades taught

Number of grades taught	Teachers having supervision		Teachers not having super- vision		Total	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	25	66	20	61	45	64
2	13	34	9	27	22	31
3			3	9	3	4
4						
5			1	3	1	1
Total	38	54	33	46	71	100

TABLE V. Comparison of Group of Teachers having supervision with Group of Teachers not having supervision in relation to number of Grades taught

Number of Grades Taught	Teachers having supervision		Teachers not having super- vision		Total	
(1)	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
	(2)	(3)	(4)	(5)	(6)	(7)
1	23	66	20	61	43	64
2	18	54	9	27	27	41
3			3	9	3	4
4						
5			1	3	1	1
Total	53	84	30	88	83	100

TABLE VI. Supervision of teachers according to grades taught

Grades taught	Teachers having supervision		Teachers not having supervision		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
7 - 9	2	5	5	15	7	10
4 - 6	14	37	12	36	26	37
1 - 3	20	53	10	30	30	43
Kinder- garten			1	3	1	1
Some com- bination of grades 4,5,6,7,8, and 9			1	3	1	1
Some com- bination of grades 1,2,3,4,5, and 6	2	5	4	12	6	8
Total	38	54	33	46	71	100

TABLE VI. Supervision of teachers according to
grades taught

Grades taught	Teachers having supervision		Teachers not having supervision		Total	
(1)	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1 - 2	20	32	10	30	30	45
3 - 4	14	27	12	36	26	37
5 - 6	2	3	12	36	14	20
Kindergarten			1	3	1	1
None con- dition of grades 1, 2, 3, 4, 5, and 6			1	3	1	1
None con- dition of grades 1, 2, 3, 4, 5, and 6	2	3	4	12	6	9
Total	38	64	32	48	70	100

TABLE VII. Place in the daily program for the physical-education period in relation to supervision of physical education

Place in program for the physical-education period	Group of teachers under supervision		Group of teachers not under supervision		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Required period in either morning or afternoon session	36	95	22	73	58	85
Recess, relief, noon, or after-school period	2	5	8	27	10	15
Recess, relief, noon, or after-school period in addition to required period	9	24	6	20	15	22

TABLE VII. Place in the daily program for the physical-education period is related to supervision of physical education

Place in program for the physical-education period	Group of teachers under supervision and under supervision		Group of teachers		Total
	Num-ber	Per-cent	Num-ber	Per-cent	
(1)	(2)	(3)	(4)	(5)	(6)
Received period in either room, or after-school period	86	93	52	73	86
Necess, relief, room, or after-school period	2	2	8	11	10
Necess, relief, room, or after-school period in addition to regular period	2	2	2	3	10

TABLE VIII. Comparison of supervised group and unsupervised group with respect to places where physical activities are conducted

Places for conducting the physical education period	Group of teachers under supervision		Group of teachers not under supervision		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Classroom	32	84	27	90	59	87
Play area in doors, such as, play room, or assembly hall	10	24	3	10	13	19
Schoolyard, or other play area out of doors	22	58	21	70	43	63

TABLE VIII. Comparison of supervised group and unsupervised group with respect to places where physical activities are conducted

Period	Supervised group		Unsupervised group		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Classroom	32	64	27	54	59	57
Play area in school, which is play room or assembly hall	10	20	3	6	13	13
Rehearsal, other play area out of school	22	44	21	42	43	43

TABLE IX. Comparison of group of teachers under supervision with group of teachers not under supervision with respect to number of different places for teaching, and satisfactory nature of places for teaching

Number of different places for teaching activities	Group of teachers under supervision						Group of teachers not under supervision					
	Satisfactory places		Unsatisfactory places		*		Satisfactory places		Unsatisfactory places		*	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
One	13	34	1	3			5	17	4	13		
Two	11	29	1	3	10	26	7	23	1	3	12	40
Three	2	5					1	3				
Total	26	68	2	5	10	26	13	43	5	17	12	40

* Figures in this column indicate one place satisfactory and one place unsatisfactory.

TABLE X. Types of activities taught in the supervised group and in the unsupervised group

Types of activities	Taught by supervised group		Taught by unsupervised group		Total	
	Num-ber	Per cent	Num-ber	Per cent	Num-ber	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Exercises	31	82	27	90	58	85
Marching	33	87	22	73	55	81
Active games	31	82	19	63	50	74
Quiet games	26	68	18	60	44	65
Singing games	24	63	11	37	35	51
Story plays	15	39	6	20	21	31
Folk dancing	10	26	2	7	12	18
Stunts	7	18	1	3	8	12

TABLE X. Types of activities taught in the supervised group and in the unsupervised group

Types of activities	Taught by supervised group		Taught by unsupervised group		Total	
(1)	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
(2)	(3)	(4)	(5)	(6)	(7)	(8)
Exercise	21	82	27	90	48	86
Reading	25	97	23	73	48	81
Active games	21	82	19	63	40	74
Quiet games	22	88	18	60	40	72
Discussion	24	89	11	37	35	61
Story play	18	72	20	67	38	67
Folk dancing	10	36	7	23	17	30
Stunts	7	28	1	3	8	14

TABLE XI. The numbers and percentages of teachers, according to grade, who conduct the various types of activities

Activities	Grades											
	7 - 9		4 - 6		1 - 3		Kinder- garten		Combina- tion of 4,5,6,7, 8, or 9		Combina- tion of 1,2,3,4, 5, or 6	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Exercises	5	71	20	77	26	87			1	100	5	83
Marching	4	57	19	73	26	87			1	100	5	83
Active games	5	71	16	62	22	73	1	100			6	100
Quiet games	1	14	17	65	21	70	1	100			4	67
Singing games			7	27	25	83	1	100			2	33
Story plays	1	14			17	57	1	100			2	33
Folk dancing			4	15	7	23					1	17
Stunts	1	14	3	12	4	13						

TABLE XII. Numbers and percentages of teachers in supervised group and in unsupervised group having balls and beanbags

Equipment	Teachers in supervised group		Teachers in unsupervised group		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Balls (only)	4	11	7	23	11	16
Beanbags (only)	14	37	2	7	16	24
Balls and beanbags	13	34	4	13	17	25
Total	31	82	13	43	44	65

TABLE XIII. Number and percentage of teachers in supervised group and in unsupervised group having equipment for teaching folk dancing or other rhythmical activities

Equipment	Teachers in supervised group		Teachers in unsupervised group		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Victrola	19	50	15	50	34	50
Victrola (with records)	16	42	14	47	30	44
Piano	9	24	8	27	17	25
Piano (with pianist)	3	8	6	20	9	13

TABLE XII. Number and percentage of teachers in supervised group and in unsupervised group having balls and beanbags

Equipment	Teachers in supervised group		Teachers in unsupervised group		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Balls (only)	4	11	7	23	11	16
Beanbags (only)	14	37	7	23	21	34
Balls and beanbags	12	34	4	13	16	23
Total	30	82	18	43	48	66

TABLE XIII. Number and percentage of teachers in supervised group and in unsupervised group having equipment for teaching folk dancing or other physical activities

Equipment	Teachers in supervised group		Teachers in unsupervised group		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Violins	10	60	10	60	20	60
Violins (with records)	10	60	14	87	24	64
Piano	9	54	8	50	17	50
Piano (with pianist)	3	18	6	38	9	23

TABLE XIV. Frequency of suggestions for improving the preparation of classroom teachers for conducting the physical-education program as reported by group of supervised teachers and group of unsupervised teachers

Suggestions	Teachers having supervision		Teachers not having supervision		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Material for classroom games	21	62	25	78	46	70
Material for relief periods	20	59	24	75	44	67
Survey of reference books	15	44	20	62	35	53
Material for dance programs	16	47	13	41	29	44
More opportunity to participate in activities	9	26	6	19	15	23
Practice teaching in tap or clog dancing	7	21	7	22	14	21
Practice teaching in stunts	5	15	4	12	9	14

TABLE XIV. Frequency of suggestions for improving the preparation of classroom teachers for conducting the physical-education program as reported by groups of supervised teachers and group of unsupervised teachers

(1)	Suggestions		Teachers having supervision		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Material for classroom games	21	62	25	78	46	70
Material for relief periods	20	58	24	73	44	67
Survey of reference books	15	44	20	62	35	53
Material for dance programs	15	47	12	41	27	44
More opportunity to participate in activities	9	26	12	38	21	33
Facilities for teaching in gym or other building	7	21	7	22	14	21
Practice teaching in groups	5	15	4	12	9	14

AN OUTLINE OF THE COURSE OF STUDY OFFERED AT COLLEGE X

The figures indicate the number of semester hours per week for each subject. The outline is made by years rather than by semesters, as the work for each semester varies slightly for the different sections of the class, although all are expected to complete the requirements within the year.

FIRST YEAR

Art. General principles	2
Education. Introduction and conferences	2
Educational Psychology	3
English. Grammar, composition, rhetoric	5
Geography. Physiographic and economic	5
Health. Physical education, including one hour of lectures.	5
History. American	5
Library Science. An introduction to the use of the library.	1
Mathematics. General. Freshman college mathematics.	6
Penmanship	1
Public speaking.	2
Science. Botany.	3

Total: 20 hours per week for each semester.

SECOND YEAR

Education. Observation, demonstrations, conferences.	2
Philosophy of education	2
Principles of Education	2
Health education	5
History. European.	3
Law and government.	2
Literature. English and American.	5
Mathematics. History and methods of teaching	2
Modern Language. Selected according to need	6
Music. Public school music. Fundamentals and methods. (Before admission to this class students must pass a test in the elements of written music. Instruction in music is also given in the chorus singing of all student singing in the regular assembly periods in every year.)	2
Public speaking	2

AN OUTLINE OF THE COURSE OF STUDY OFFERED AT COLLEGE X

The figures indicate the number of semester hours per week for each subject. The outline is made by years rather than by semesters, as the work for each semester varies slightly for the different sections of the class, although all are expected to complete the requirements within the year.

FIRST YEAR

2	Art. General principles
2	Education. Introduction and conferences
2	Mathematical psychology
2	English. Grammar, composition, rhetoric
2	Geography. Physical and economic
2	Health. Physical education, including one hour of lectures.
2	History. American
2	Library Science. An introduction to the use of the library.
1	Mathematics. General. Freshman college mathematics.
2	Mathematics.
1	Physical education
2	Public speaking.
2	Science. Botany.
Total: 20 hours per week for each semester.	

SECOND YEAR

2	Education. Observation, demonstrations, conferences.
2	Philosophy of education
2	Principles of Education
2	Health education
2	History. European.
2	Law and government.
2	Literature. English and American.
2	Mathematics. History and methods of teaching
2	Modern language. Selected according to need
2	Music. Public school music. Fundamentals and methods. (Before admission to this class students must pass a test in the elements of written music. Instruction in music is also given in the chorus singing of all student singing in the regular assembly periods in every year.)
2	Public speaking

Science. Biology.	3
Electives.	4

Total: 20 hours per week for each semester.

THIRD YEAR, FIRST SEMESTER

Education. History of education.	2
Education. Participation and conference	6
Education. (For the particular state)	2
Education. School management.	2
Ethics. Professional ethics.	2
Health education.	2
Electives.	4

Total: 20 hours per week for one semester.

THIRD YEAR, SECOND SEMESTER, and FOURTH YEAR

Teaching in the Training Schools for one full semester, usually the second semester of the third year or the first semester of the fourth year. Also the following courses at the College:

Economics	3
Education. Advanced educational psychology	3
Education. Practice in special field	4
English. Advanced literature.	3
Health education. Theory and practice.	2
History of civilization.	2
Political science	3
Practical law	2
Sociology	3
Electives	7 to 11

Total: 16 to 18 hours per week for each semester.

Science, Biology,
Electives.

Total: 20 hours per week for each semester.

THIRD YEAR, FIRST SEMESTER

Education, History of education,
Education, Participation and conference
Education, (For the particular state)
Education, School management,
Ethics, Professional ethics,
Health education,
Electives.

Total: 20 hours per week for one semester.

THIRD YEAR, SECOND SEMESTER, and FOURTH YEAR

Teaching in the Training Schools for one full semester,
usually the second semester of the third year or the
first semester of the fourth year. Also the following
courses at the College:

Economics
Education, Advanced educational psychology
Education, Practice in special field
English, Advanced literature,
Health education, Theory and practice,
History of civilization,
Political science
Practical law
Sociology
Electives

Total: 16 to 18 hours per week for each semester.

(A copy of the checking list which was sent to a group of classroom teachers of the elementary school.)

CHECKING LIST ON THE TEACHING OF PHYSICAL EDUCATION BY THE CLASSROOM TEACHER

I. LOCATION AND KIND OF SCHOOL, AND GRADES IN WHICH YOU TEACH

- A. In what town or city do you teach?
 () 1. ~~One-room rural.~~ In what kind of school do you teach? (Check)
 () 2. Six-grade elementary
 () 3. Eight-grade elementary
 () 4. Primary (including what grades?) Circle: 1 2 3 4
 () 5. Grammar (including what grades?) Circle: 5 6 7 8
 () 6. Junior high (including what grades?) Circle: 7 8 9
 7. Other (Specify) _____
 C. What grade or grades do you teach? (Circle: 1 2 3 4 5 6
 D. Please give total enrollment of grade or 7 8 9
 grades which you teach. _____

II. BY WHOM PHYSICAL EDUCATION IS TAUGHT IN YOUR SCHOOL.

- A. Do you teach or have charge of any physical-education activities, such as: games, marching, exercises, dances etc.? Circle: Yes. No.
 B. If your answer to II-A is "No", please indicate who does teach physical education in your school. (Check)
 () 1. Special teacher of physical education.
 () 2. Classroom teacher other than yourself.
 () 3. No one.
 Comment? _____
 C. Are the activities taught under the supervision of a physical-education supervisor? Circle: Yes. No.

(Note: If your answer to II-A is "No",
omit all of III and go on to IV.)

III. THE TIME AND PLACE OF CONDUCTING THE PHYSICAL-EDUCATION PERIOD, TYPE OF ACTIVITIES TAUGHT, AND EQUIPMENT AVAILABLE FOR TEACHING.

- A. Check any of the following rooms or play area which you use in teaching physical education. Also please indicate whether the space is satisfactory by circling the "Yes" or "No" at the right of each item checked:
 () 1. Classroom. Is space satisfactory? Yes. No.
 () 2. Playroom. Is space satisfactory? Yes. No.
 () 3. Schoolyard Is space satisfactory? Yes. No.
 () 4. Gymnasium Is space satisfactory? Yes. No.
 () 5. Assembly hall Is space satisfactory? Yes. No.
 6. Other place (Specify) _____
 Is space satisfactory? Circle: Yes. No.
 B. If you have circled "No" for any item in III-A, please explain briefly why the space is unsatisfactory. _____

(A copy of the checking list which was sent to a group of class room teachers of the elementary school.)

CHECKING LIST ON THE TEACHING OF PHYSICAL EDUCATION BY THE CLASSROOM TEACHER

I. LOCATION AND KIND OF SCHOOL, AND GRADES IN WHICH YOU TEACH

A. In what town or city do you teach?
1. One-room school of school do you teach?
2. Six-grade elementary
3. Eight-grade elementary
4. Primary (including what grades?) Circle: 1 2 3 4
5. Grammar (including what grades?) Circle: 5 6 7 8
6. Junior high (including what grades?) Circle: 9 10
7. Other (Specify)
C. What grade or grades do you teach? (Circle: 1 2 3 4 5 6
D. Please give total enrollment of grade or grades which you teach. 7 8 9

II. BY WHOM PHYSICAL EDUCATION IS TAUGHT IN YOUR SCHOOL

A. Do you teach or have charge of any physical-education activities, such as: games, marching, exercises, dances etc.? Circle: Yes. No.
B. If your answer to II-A is "No", please indicate who does teach physical education in your school. (Check)
1. Special teacher of physical education.
2. Classroom teacher other than yourself.
3. No one.
C. Are the activities taught under the supervision of a physical-education supervisor? Circle: Yes. No.

(Note: If your answer to II-A is "No", omit all of III and go on to IV.)

III. THE TIME AND PLACE OF CONDUCTING THE PHYSICAL-EDUCATION PERIOD, TYPE OF ACTIVITIES TAUGHT, AND EQUIPMENT AVAILABLE FOR TEACHING.

A. Check any of the following rooms or play area which you use in teaching physical education. Also please indicate whether the space is satisfactory by circling the "Yes" or "No" at the right of each item checked:
1. Classroom. Is space satisfactory? Yes. No.
2. Playroom. Is space satisfactory? Yes. No.
3. Schoolyard. Is space satisfactory? Yes. No.
4. Gymnasium. Is space satisfactory? Yes. No.
5. Assembly hall. Is space satisfactory? Yes. No.
6. Other place (Specify)
B. If you have circled "No" for any item in III-A, please explain briefly why the space is unsatisfactory.
Is space satisfactory? Circle: Yes. No.

C. The activity period is (Check)

- () 1. A relief period of a few minutes.
 () 2. A gymnastics period of ten minutes or more.
 () 3. A recess period.
 () 4. A lunch-hour period.
 () 5. An after-school period.

D. Check activities which you teach

- () 1. Active games () 8. Tap dancing
 () 2. Quiet games () 9. Character dancing
 () 3. Singing games () 10. Stunts
 () 4. Story plays 11. Other activities
 () 5. Exercises Specify _____
 () 6. Marching _____
 () 7. Folk dancing _____

E. Check available equipment

- () 1. Large balls How many? _____
 () 2. Small balls How many? _____
 () 3. Beanbags How many? _____
 () 4. Phonograph
 () 5. Phonograph records
 () 6. Piano (Have you a pianist? Circle: Yes. No.)
 () 7. Source books. Please list titles:

8. Other equipment. (Specify) _____

IV. SUGGESTIONS FOR IMPROVEMENT OF PRACTICE TEACHING IN PHYSICAL EDUCATION AT COLLEGE X.

A. Please check any of the following items which you think would make the practice teaching in physical education at the College more adequate.

- () 1. More classroom games.
 () 2. More material for short relief periods.
 () 3. More opportunity to participate in activities for your own benefit.
 () 4. More opportunity to become familiar with game books, dance books, and other source books.
 () 5. More dance material for programs, entertainments, etc.
 () 6. More practice teaching in stunts.
 () 7. Simple tap dancing for use in the classroom.
 8. Other suggestions. (Specify) _____

C. The activity period is (check)

1. A relief period of a few minutes.
2. A systematic period of ten minutes or more.
3. A recess period.
4. A lunch-hour period.
5. An after-school period.

D. Check activities which you teach

- | | |
|------------------|----------------------|
| 1. Active games | 2. Folk dancing |
| 3. Quiet games | 4. Aerobics |
| 5. Singing games | 6. Improvising |
| 7. Story plays | 8. Dramatics |
| 9. Games | 10. Other activities |
| 11. Specify | |

E. Check available equipment

- | | |
|-----------------------------|--------------------|
| 1. Large balls | 2. How many? |
| 3. Small balls | 4. How many? |
| 5. Ropes | 6. How many? |
| 7. Photographs | |
| 8. Recordings | |
| 9. Films (Have you a plan?) | Yes, No. |
| 10. Record books | Please list below: |

F. Other equipment. (Specify)

IV. SUGGESTIONS FOR IMPROVEMENT OF PHYSICAL TEACHING IN PHYSICAL EDUCATION AT COLLEGE X.

- A. Please check any of the following items which you think would make the existing teaching in physical education at the College more adequate.
1. More classroom games.
2. More material for short relief periods.
3. More opportunity to participate in activities for your own benefit.
4. More opportunity to become familiar with game books, and other source books.
5. More dance material for programs, entertainment, etc.
6. More practice teaching in student.
7. Single tap dancing for use in the classroom.
8. Other suggestions. (Specify)

(A copy of the checking list which was sent to a group of experts in the field of physical education.)

CHECKING LIST ON THE PREPARATION OF THE GENERAL CLASS-
ROOM TEACHER IN FOUR-YEAR TEACHER-TRAINING IN-
STITUTIONS FOR THE TEACHING OF PHYSICAL EDUCA-
TION ACTIVITIES.

I. THE PLACE IN THE PHYSICAL-EDUCATION PROGRAM FOR THE PREPARATION OF THE GENERAL CLASSROOM TEACHER, AND THE NATURE OF THE PREPARATION.

A. What percentage of the time allotted to the physical education program in four-year teacher-training institutions should be for:

1. The student's own development and recreation? _____%
2. Preparation for teaching (including participation in the activities which the student will later have to teach) _____%

B. In what semester or semesters should the practice teaching of physical-education activities be done? (Check)

- | | |
|----------------------------------|-------------------------------|
| () 1. Freshman-first semester | () 5. Junior-first semester |
| () 2. Freshman-second semester | () 6. Junior-second semester |
| () 3. Sophomore-first semester | () 7. Senior-first semester |
| () 4. Sophomore-second semester | () 8. Senior-second semester |

C. Check items which should be included in the preparation of the general classroom teacher for the teaching of physical-education activities.

- () 1. Participation in the activities which are to be taught.
- () 2. Observation of children being taught the activities.
- () 3. Theoretical discussion related to the teaching of the activities.
- () 4. Practice teaching in the activities.

II. SUBJECT MATTER COVERED IN THE THEORETICAL DISCUSSION, AND THE AMOUNT OF TIME DEVOTED TO THE THEORY IN RELATION TO THE AMOUNT OF TIME DEVOTED TO PRACTICE TEACHING.

A. Check items which should be included in the theoretical discussion related to the teaching of physical-education activities.

- () 1. Values and aims of physical-education activities.
- () 2. Methods of presenting activities, technique of teaching, etc.
- () 3. Survey of game books, dance books, etc.
- () 4. Interpretation of dance direction, dance terms, etc.
- () 5. Origin, insertion, and action of muscles.
- () 6. History and development of various methods of gymnastics.
- () 7. Ways of adapting activities to classroom and limited space.
- () 8. Selection of activities for short relief periods.
- () 9. Ways of doing remedial work.
10. Other items? (Specify) _____

A copy of the checking list which was sent to a group of experts in the field of physical education.

CHECKING LIST ON THE PREPARATION OF THE GENERAL CLASSROOM TEACHER IN YOUR STATE-TRAINING INSTITUTION FOR THE TEACHING OF PHYSICAL EDUCATION ACTIVITIES.

I. THE PLACE IN THE PHYSICAL-EDUCATION PROGRAM FOR THE PREPARATION OF THE GENERAL CLASSROOM TEACHER, AND THE NATURE OF THE PREPARATION.

A. What percentage of the time allotted to the physical education program in four-year teacher-training institutions should be for:

1. The student's own development and recreation.
2. Preparation for teaching (including participation in the activities which the student will later have to teach).

- B. In what semester or semesters should the practice teaching of physical-education activities be done? (Check)
- | | |
|------------------------------|-----|
| 1. Freshman-first semester | () |
| 2. Freshman-second semester | () |
| 3. Sophomore-first semester | () |
| 4. Sophomore-second semester | () |

C. Check items which should be included in the preparation of the general classroom teacher for the teaching of physical-education activities.

1. Participation in the activities which are to be taught.
2. Observation of children being taught the activities.
3. Theoretical discussion related to the teaching of the activities.
4. Practice teaching in the activities.

II. SUBJECT MATTER COVERED IN THE THEORETICAL DISCUSSION, AND THE AMOUNT OF TIME DEVOTED TO THE THEORY IN RELATION TO THE AMOUNT OF TIME DEVOTED TO PRACTICE TEACHING.

A. Check items which should be included in the theoretical discussion related to the teaching of physical-education activities.

1. Values and aims of physical-education activities.
2. Methods of presenting activities, technique of teaching, etc.
3. Survey of games, dance books, etc.
4. Interpretation of dance discussion, dance terms, etc.
5. Origin, invention, and action of muscles.
6. History and development of various methods of gymnastics.
7. Ways of adapting activities to classroom and limited space.
8. Selection of activities for short relief periods.
9. Ways of doing remedial work.
10. Other items? (Specify)

B. What proportion of the time devoted to the theory and practice teaching should be given to theory as distinct from the time devoted to practice teaching? (Check)

- () 1. All to theory.
 () 2. $\frac{3}{4}$ to theory and $\frac{1}{4}$ to practice teaching.
 () 3. $\frac{1}{2}$ to theory and $\frac{1}{2}$ to practice teaching.
 () 4. $\frac{1}{4}$ to theory and $\frac{3}{4}$ to practice teaching.
 () 5. All to practice teaching.

III. ACTIVITIES IN WHICH PRACTICE TEACHING SHOULD BE GIVEN, nature OF THE TEACHING, AND SUPERVISION OF PRACTICE TEACHING.

A. Check activities in which practice teaching should be given.

- | | |
|-----------------------------------|------------------------------|
| () 1. Games of low organization | () 10. Story plays. |
| () 2. Games of high organization | () 11. Suspension apparatus |
| () 3. Formal gymnastics | () 12. Heaving apparatus |
| () 4. Informal gymnastics | () 13. Marching |
| () 5. Gymnastics to music | () 14. Track for boys |
| () 6. Natural dancing | () 15. Track for girls |
| () 7. Folk dancing | () 16. Stunts |
| () 8. Tap or clog dancing | () 17. Tennis and golf |
| () 9. Singing games | 18. Other activities? |

(Specify) _____

B. Statistics show that a large percentage of practice teaching in physical education is in calisthenics and formal gymnastics. Do you believe that more should be done in play activities; such as stunts, athletics, games, etc.? Circle: Yes. No.

C. Check any of the following practice teaching situations which you consider valuable.

- () 1. Teaching activities to classmates.
 () 2. Teaching activities to children in gymnasium.
 () 3. Teaching activities to children in classroom.
 () 4. Teaching activities as a part of the general practice teaching while in charge of classroom under critic teacher, i.e., in training school.

D. Do you consider it important to do practice teaching in surroundings similar to children's classroom? Circle: Yes. No.

E. Do you believe it is a good practice to limit practice teaching to classmates? Circle: Yes. No.

F. Check the type or types of supervision which you consider desirable.

- () 1. By member of physical-education department of teacher-training institution.
 () 2. By classroom critic teacher.
 () 3. By town or city supervisor of physical education.

IV. MISCELLANEOUS.

A. Do you consider it important to give the prospective classroom teacher an opportunity to learn, or become interested in, recreational activities? Circle: Yes. No.

B. Should all students be given the same preparation for teaching regardless of the age of the children they are planning to teach? Circle: Yes. No.

1. What proportion of the time devoted to the theory and practice of teaching should be given to theory as distinct from the time devoted to practice teaching? (Check)

- 1. All to theory
- 2. $\frac{3}{4}$ to theory and $\frac{1}{4}$ to practice teaching
- 3. $\frac{1}{2}$ to theory and $\frac{1}{2}$ to practice teaching
- 4. $\frac{1}{4}$ to theory and $\frac{3}{4}$ to practice teaching
- 5. All to practice teaching

III. ACTIVITIES IN WHICH PRACTICE TEACHING SHOULD BE GIVEN

- Check activities in which practice teaching should be given
- | | |
|-------------------------------|--------------------------|
| 1. Games of low organization | 12. Story plays |
| 2. Games of high organization | 13. Suspension apparatus |
| 3. Formal gymnastics | 14. Moving apparatus |
| 4. Informal gymnastics | 15. Marching |
| 5. Gymnastics to music | 16. Track for boys |
| 6. Natural dancing | 17. Track for girls |
| 7. Folk dancing | 18. Stunts |
| 8. Tap or clog dancing | 19. Tennis and golf |
| 9. Singing games | 20. Other activities |

(Specify)

8. Statistics show that a large percentage of practice teaching in physical education is in calisthenics and formal gymnastics. Do you believe that more should be devoted to play activities; such as stunts, athletics, games, etc.? Circle: Yes, No.

9. Check any of the following practice teaching situations which you consider valuable.

- 1. Teaching activities to classmates
- 2. Teaching activities to children in gymnasium
- 3. Teaching activities to children in classroom
- 4. Teaching activities as a part of the general practice teaching while in charge of classroom under critic teacher
- 5. In training school

10. Do you consider it important to the practice teaching in surroundings similar to children's classroom? Circle: Yes, No.

11. Do you believe it is a good practice to limit practice teaching to classroom? Circle: Yes, No.

12. Check the type or types of supervision which you consider desirable.

- 1. By member of physical-education department or teacher-training institution
- 2. By classroom critic teacher
- 3. By town or city supervisor of physical education

IV. MISCELLANEOUS

13. Do you consider it important to give the prospective classroom teacher an opportunity to learn, or become interested in, recreational activities? Circle: Yes, No.

14. Should all students be given the same preparation for teaching regardless of the age of the children they are planning to teach? Circle: Yes, No.

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Thesis

Langworthy, N.L.

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